

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LI., No. 20.  
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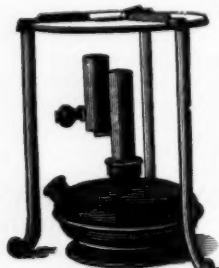
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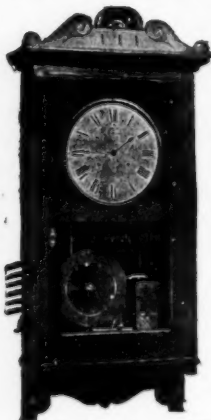
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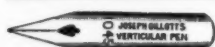
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A Weekly Journal of Education.

Vol. LI.

For the Week Ending November 30.

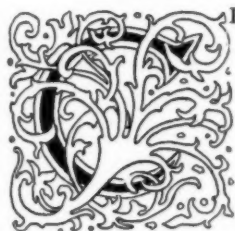
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## Christmas Thoughts.



CHRISTMAS DAY is the holiday the world establishes to express its conception of the high value of good will. The early ages of the world were marked with strife and bloodshed; they are represented to-day by Dahomey and Ashanti in Africa; to such peoples war and cruelty seem essential elements.

It was a tremendous discovery that the happiness of each and all should be a supreme object. The chief end of man is really and truly happiness. "To enjoy God," as the catechism assures us we must, is to get enjoyment out of the things he has made and out of Him also. A basal condition of happiness is good will; no one can be happy who "loves not man nor bird nor beast."

Now education and happiness have a most intimate relation. If a youth is to be helped is not the first thought to make provision for his education? A destitute family is discovered; provision is not only made for supplying them with food, but also for sending the children to school. And the law compelling parents to send their children to school is really founded in a desire for the future happiness of those children. It is certain that education is but the measured product of good will; it is prompted by the desire to benefit.

The popularity of the kindergarten does not arise from its laying an early foundation in school studies; in reality they do not learn to read while there. It is founded in a perception that the child of the kindergarten is more certain to be happy; that the teaching there given has a definite relation to a development of capacity to enjoy the world and the things therein.

The labor agitation is primarily founded on the feeling that the worker had no time to enjoy himself. The demand for a shorter day is based on this feeling. The yielding on the part of the employer has been a recognition of the justness of the desire of the laborer to enjoy life. Not to debate this much discussed question, it may be said that the great thing for the worker is to know how to enjoy life though he work.

The late reports show that the insane asylums of New York state alone contain 20,000 persons. While all of these have not been "crazed by care" it is a certain thing that unhappiness has much to do with causing in-

sanity. What we term civilization increases insanity; it is evident that our form of civilization must be modified. Something beside steam or electricity and newspapers are needed.

And it may well be questioned whether the style of school education in general operation has been the correct one. It aims to fit the young man for the struggle for existence, and this is essential. But does it aim at the happiness of the youth? And is not this the supreme end, the end for which the struggle for existence is carried on? The demand that education shall aim at an all-around development, believing that thus the youth is best fitted for both happiness and for maintaining himself in the world, is the very serious modification now attempted to be put in the place of the one the past has given us.

The great problem before the world seems to it to be, What shall we eat and wherewithal shall we be clothed? but it is not the real one. The true problem is, How to feel and exercise good will toward others. This is the problem that must first of all be solved in the home, and the great obstacle is that the parents fail to meet their children with love, patience, and instruction. That



FROM "THE LIGHT OF THE WORLD." COPYRIGHT, 1891, BY FUNK & WAGNALLS.

"At Bethlehem."

a society is needed to prevent cruelty to children here in this metropolis shows that civilization has not penetrated so deeply as had been supposed. People were lately shocked to hear that an American woman had beaten, abused, and finally inflicted burns on a child of eight years. The courts, jails, and prisons exist because man follows measures that tend to the injury of others.

The school, then, must make its serious business that of training the pupils in feeling and practicing good will. In some way this has been dimly and blindly perceived. For example, it is about twenty-five years ago that the New York board of education decided that corporal punishment should no longer be permitted in the schools. This has changed the attitude of the pupils toward the teachers; it has produced, not only the condition, but the existence of good-will in them. They know now that they will be treated with kindness. The next step is to impregnate them with the spirit of kindness towards others.

Every day the effort must be made to turn the school into an agency for developing good will in the pupils towards the teacher, their fellows, their parents, and the world in general. A great step has been taken, as has just been said, to remove from the mind of the pupils the idea that the teacher was not their friend. The pupils should be trained to treat their teachers with respect and regard. While there is a spontaneous outgoing of the heart toward the teachers in many, yet it should be steadily exercised. A certain school in this city was accustomed to observe the teacher's birthday with presents of flowers; it was done because the teacher suggested that she had been accustomed at home to receive flowers on that anniversary.

In another school it is the custom of the teacher to inquire the cause when a pupil is absent; if it is caused by sickness a report is made each day as to progress. This cultivates in the pupils an interest in each other. This persevered in for the entire year produces a wonderful effect. Many a teacher has found a school where it has been the habit of the older and stronger pupils to "pick" upon a younger and weaker one. The "fagging" of the great schools at Rugby and Harrow is a relic of barbarism; domineering and tyranny are allowed wholly antagonistic to the spirit of good will that should exist. But it is passing away.

The German teachers consider much the relation of the child to the parent, and many of the school songs relate to the household, to the care of the father and mother, and the duty of recompensing with love and tenderness. Froebel says, "We must, therefore, above all develop in children genuine love for their parents."

In later years it is needful that children be taught to have good will to birds and beasts. A boy who had been

brought up where it was the habit to throw stones at the birds attended a village school and for the first time heard that this was disapproved of. The teacher spoke of the happiness of the bird and the wickedness of interfering with it. Afterward from the pulpit he referred to these lessons as making deep impressions on his mind, impressions that incited a broad love of all things.

The school must exhibit in all its phases a spirit of good will, a spirit of helpfulness, a spirit for sympathy. Christmas is the anniversary of One whose dying breath was pleading for forgiveness of his crucifiers, whose effort was to teach that the fulfilment of life was in love to man and God. It is well to celebrate the day, but the spirit of this day should pervade all the school days. Let the teacher earnestly attempt to lay deep and firm the foundations of useful knowledge; let there be also the determination that there shall be learned day by day lessons of kindness and a steady exhibition of good will.

### Christmas at Froebel's Institute in Keilhau.

Georg Ebers, the distinguished German novelist and Egyptologist, was for some years a pupil in the Keilhau institute, founded by Froebel. He calls that time "the fairest period of my boyhood." In his autobiography\* he gives a beautiful picture of a Christmas celebration at the institute.

"Christmas at home had been so delightful," he writes, "that the first year I felt troubled by the idea that the festival must be celebrated away from my mother and without her. But after we had shared the Keilhau holiday, and what preceded and followed it, we could not decide which was the most enjoyable.

"Every incident of that Christmas has remained in my memory, and, though Fate should grant me many more years of my life, I would never forget them. First came the suspense and excitement when the wagon from Rudolstadt filled with boxes drove into the courtyard, and then the watching for those which might be meant for us.

"On Christmas eve, when at home the bell summoned us to the Christmas-tree the delight of anticipation

\* "The Story of My Life," Translated by Mary J. Safford. D. Appleton & Co., publishers.



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reached its climax, and expressed itself in song, in gay-er talk, and now and then some harmless scuffle.

Then we went to bed, with the firm resolve of waking early, but the sleep of youth is sounder than any resolution, and suddenly unwonted sounds roused us, per-



LOWER HOUSE. (The building in which Froetel taught.)

haps from the dreams of the manger at Bethlehem and the radiant Christmas tree.

"Was it the voice of the angels which appeared to the



UPPER HOUSE.

shepherds? The melody was a Christmas choral played by the Rudolstadt band which had been summoned to awaken us thus pleasantly. Never did we leave our beds more quickly than in the darkness of that early morning, illuminated as usual only by a tallow dip. Rarely was the process of washing more speedily accomplished—in winter we were often obliged to break a crust of ice which had formed over the water; but this time haste was useless for no one was admitted into the great hall before the signal was given.

At last it sounded and when we had pressed through the wide-open doors, what splendors greeted our raptured eyes and ears!

"The whole room was most elaborately decorated with garlands of pine. Wherever the light entered the windows we saw transparencies representing the biblical Christmas scenes. Christmas-trees—splendid firs of stately height and size, which two days before were the ornaments of the forest—glittered in the light of the candles, which was reflected from the ruddy cheeks of the apples and the gilded and silvered nuts. Meanwhile the air, 'O night so calm, so holy!' floated from the instruments of the musicians.

"Scarcely had we taken our places when a chorus of many voices singing the angels greeting, 'Glory to God in the highest, peace on earth,' recalled to our happy hearts the sacredness of the morning. Violins and horns blended with the voices, then, before even the most excited could feel the least emotion of impatience the music ceased, Barop stepped forward, and in the deep, earnest tones peculiar to him exclaimed, 'Now see what pleasures the love of your friends has prepared for you!'

"The devout, ennobling feelings which had inspired every heart were scattered to the four winds; we dispersed like a flock of doves threatened by a hawk, and the search for the places marked by a label began.

One had already seen his name; a near-sighted fellow went seaching from table to table, and here and there one boy called to another to point out what his sharp eyes detected. On every table stood a stolle, the Saxon Christmas bread called in Keilhau scuttchen, and a large plate of nuts and cakes, the gift of the institute. Besides these, either on the tables or the floor, were the boxes from home. They were already opened, but the unpacking was left to us—a wise thing, for what pleasure it afforded us to take out the various gifts, unwrap them, admire, examine, and show them to others!

"Those were happy days, for we saw only joyous faces, and our own hearts had room for no other feelings than the heaven-born sisters Love, Joy, and Gratitude."

## Christmas in the Pedagogical Seminary at Jena.

By C. C. VAN LIEW.

It is with the pleasantest recollections that I undertake a description of the Christmas celebrations held each year in the Practice School of the Pedagogical Seminary at the University of Jena. In three successive seasons it was my good fortune to be present as a participant at these unostentatious, but beautiful exercises. Simple and unassuming though they were, they yet impress one profoundly with their deep religious and social significance.

The German schoolmaster is still seriously cramped by the arbitrary restrictions and requirements of a government whose traditional institutions must be preserved, and by a state church whose function has almost entirely degenerated to the perfunctory performance of those rites attendant upon the christening, the confirmation, the marriage, the death. These two forces are still potent in shaping for the German teacher of to-day his policy, if not his method in leading the child up to efficient citizenship and a worthy spiritual life,—two most important phases of his development. Yet within these bounds, the German schoolmaster who loves his profes-





sion is a man of wonderful tact, versatility, and expedients. It is these qualities, in fact, that makes German patriots despite the ponderous paternalism of the fatherland; and honest, earnest, reverent German hearts, despite the formalism of a political church.

One of the strongholds of the German schoolmaster is the close and vital personal relations he is able to preserve with his pupils. His social position, despite the fact that he is not yet wholly satisfied with it and is ever restlessly seeking a better social recognition of his high calling, is still such as to make him a man of prestige in the community; and the traditional usage of his country places in his hands the right to participate authoritatively in the social life of the children under his care. Hence it is a part of the function of the German school, as a social unit, to celebrate not only the numberless national holidays, but also, since religious instruction is an integral factor of German school life, the great religious holidays. Among the latter, of course, Christmas is most prominent. It is the purpose of this article to describe briefly the simple but impressive Christmas exercise, as witnessed by the author, in the practice school of the Pedagogical University Seminar at Jena.

The work of this great center of ideal pedagogical thought and practice is maintained under often trying conditions; the school equipment is, in the light of American ideals at least, simple, meager, and often quite in-

thousand and one questions of adjustment which the skilled educator remembers, but the celebration thus planned, simple and unpretending though it be, receives an artistic touch, a polish, a unity of purpose and execution, that are too often wanting in the hastily arranged, flashy display of many school exercises.

Following this comes the work of preparation on the part of the children of the school, assisted by their class teachers and the pedagogical students. The parts they are to take are not heavy; they devote themselves earnestly to their mastery and watch the approach of the beloved night with the expectancy and confidence of boyhood. In Europe, so potent are almost all galadays from a social point of view, that the entire nation feels the thrill of quickened life, the accelerated pulse, not alone throughout its business centers, but in every form of physical and intellectual labor, and in all grades of people, from the home of the prince down to the struggling family of the lowest wage earner. So it seems extremely fitting that that great social educator and social force, the school, should seek to have its members add their mite to the act of universal commemoration. It is thus that the feeling and consciousness of the larger unity is engendered and preserved.

On the evening of the Christmas celebration, which, owing to the early beginning of vacation, is always placed a few days before Christmas, the little rooms of the Practice School are lighted with all the lamps available, and every bit of the plain furniture is neat and in order. School books have disappeared. In the place of honor above the speaker's stand is the illumined scene of the mother and Child surrounded by the shepherds. One room, hardly noticed by the uninitiated, but an object of curiosity to the happy eyes of the boys, seems to be kept closely shut, as if it had some secret joy within.

As the pupils assemble they are gathered quietly in a side room that all may enter the assembly room together and in order. They will stand, as the limited number of seats must be left to the guests. And who are these guests? Herr Prof. Rein and wife, the students of the Pedagogical seminary, a few specially invited guests, but principally the parents of the boys, the plain folk of the working classes, of whom nothing nobler can be said than that they fervently rejoice in their children. They are plainly, often poorly clad, except for now and then a uniform worn by a father employed in the postal, railway, or some other department of the civil service. Many a mother, to be present for the enjoyment of the hour, must carry in her arms one or two other little ones. At length the room is packed and all is ready. Without announcement and in good order, the pupils march in a few minutes after six P.M., and arrange themselves upon the platform. As the exercises are short, they stand throughout, making only such changes as are required by the order and character of the successive selections.

And now the program of songs, recitations, and the address will not differ much in some respects from that to be met in any similar celebration. But there is an effort to accomplish certain definite ends in this simple gathering that we may well pause to reflect upon. We notice that the pupils participating in the exercises are from all grades; that six and fourteen-year-olds are together to participate in these Christmas rites. Such is, indeed, one of the central ideas of the occasion; this day of "peace on earth, good will to men," should find all hearts united in praise, each one conscious of his dependence on the rest, of the part that others play in his happiness. So, while they cannot sing the same songs, perhaps, the six-year-old can look forward and listen to his much older mates with aspiration, and the latter can realize in the younger, in a measure, their expanding duties. Both old and young may feel that this occasion has a common interest, a common significance for all. However slight this appreciation of the community of interests and labor may be in the average children, it is certainly emphasized by the emotional atmosphere of



PRACTICE SCHOOL OF THE PEDAGOGICAL SEMINARY AT JENA.

efficient. Small appropriations render necessary few and small classes. But the work is honest, open to new light, earnest in its pursuit of truth, faithful to its ideals. Above all there is the earnest effort, stimulated by the ever present thought, to realize substantially the ethical aim of education. Not only is the realization of this ideal aim sought in the work of instruction, in the dynamic power of the noble idea, but (critics to the contrary notwithstanding) equally in the intercourse of the teacher with the pupils and with the parents of the latter, as well as in the opportunity for the ethical act, as an expression of the ethical idea. Hence the school celebration, and especially Christmastide, is well and richly utilized at Jena.

The reader is doubtless aware that the classes in this Practice School are taught largely by the students of the university who are specializing along the lines of pedagogy, and who together constitute that nucleus of university effort known as the seminar. Some weeks before the Christmas celebration is to be held, the subject is broached in a meeting of the seminar. The necessary arrangements to be made, the central thought to which it is desirable the exercises should give emphasis, and the appointment of those students who are to care for special preparations, are discussed. It is difficult to explain just the satisfaction and the value that these conferences are to those who hear them. Led and guided by a man of long practical contact with almost every phase of educational work, enriched by the interchange of thought from many earnest men, they are not only invaluable in their suggestiveness to the student of pedagogy who has thus marshaled before his mind the



the occasion, so that at least a part of its force is irradiated to the other activities of the school. In this school all school celebrations (*sensu stricto*), whether national or religious, are undertaken only with united grades. The same is true in a large measure of many German schools.

During the course of the exercises we note that the effort is made to have *all* participate, either in individual recitation, in concert recitation, or in song. The songs and recitations are selected with a view to harmony and unity of thought, as well as of expression. They are rendered without display or any attempt at stagey effects, but with evident earnestness and feeling. The German schoolboy has decidedly less elocutionary power than his American brother, but there is a good ring and fervor in his hymn and anthem. It has been the endeavor of the class teachers to avoid the dangers of too great personal emphasis among the pupils; this thought was uppermost in the selection of individual reciters and in the frequent use of concert recitation. All the selections are made to emphasize the main theme. Near the close we listen to a brief address to the pupils, given by one of the students. While his words give evidence of youthful thought, perhaps, yet they make an honest effort to reach every age and every child. It is *to* them and *for* them he speaks; the adults who are present must enter with him into the realm of boyhood's thought and aspiration, if they would be silent participators in this hour. His words seek to bring home to the hearts of all the significance of the occasion, the new impulse it is even now given to all humanity, the changes it is bringing everywhere.

At the close of the exercises a few of the older boys disappear, and in a moment a chant is heard from the hitherto closed adjoining schoolroom. All eyes are turned in that direction. The doors are thrown open and the Christmas-tree bursts upon our view. A slight expenditure of time and money have made it very beautiful. The eyes of the pupils who had remained in the assembly room are dancing with joy, as they take up the well known Christmas chant and march in around the tree followed by the guests. When the song is finished the splendor of the tree is enjoyed a few moments, and then the pupils turn to the class tables near by, at which each has a place. There are placed the simple presents which the schools has been able to afford for each child. Generally they include a bit to eat, something to wear and to read, and something to work with,—a small cake and a few bon-bons or nuts, a pencil or some tool, a good story, and a pair of mittens, perhaps. While they are enjoying their first feelings of new ownership, professor, teachers, and students are socially engaged with the parents. This is a fact of no mean significance in a country where class distinctions are still pretty rigidly maintained. But, in addition to the open social spirit that characterizes the pedagogical seminary, it has always sought not only to enlist the sympathies of the family in the education of the child by every practical means, but to work with the family. What a gain to the school, when it is thus able to secure the active interest of the parents! How much more efficient its ethical efforts, if the child can feel that home and school are one in aim and labor for him, if he knows that the master is no mere taskmaster, but a friend interested in his joys as well as in his work. We who have beheld this unostentatious commemoration of a religious feast, marked by the presence of sincere and appropriate emotion, who have realized its significance socially in the lives of these ever burdened parents, who have been able to detect the fine spirit of sincerity, the simple harmony and force of the exercises, will go away feeling

that the German teacher has in the religious festival grand opportunities to reach the hearts of his pupils, to suffuse the knowledge he imparts with the glow of holy emotion.

I cannot close this account without asking the reader to follow in imagination the assembling of the students some half hour later, within the dingy walls of the old university building on Fuerstengraben, to listen to the annual occasional address of Prof. Rein. Christmastide marks the anniversary of the founding of the Pedagogical Seminar at Jena, now approaching its fifty-first birthday. The occasion has more than once witnessed its present leader rise to some of his most classic efforts, in words that have long been a source of strength and inspiration to his hearers. At the risk of marring the thought by translation and broken selections, I venture to close with the following words from one of these addresses:

*"Esteemed Gentlemen and Friends:*

"Men come and go; institutions outlive them. We behold organizations, in whose service generations have plodded, lasting for centuries with but slight changes. Hence, especially in our universities, whose conservative spirit easily shrank before innovations, regulations have obtained whose genius reaches back into the middle ages. It is true that our Pedagogical Seminar cannot boast of so honorable an age; but to-day we can still look back upon five decades of its existence in the firm assurance that that which has withstood for fifty years all change of persons, will also endure in future decades.

"Born of the impulse and power of a single individual, the Pedagogical Seminar has not won and maintained its place in the university easily. Its history is, in part, a history of suffering. But we are not assembled here to complain; besides, past sufferings always tend to lose more and more of their sharpness in memory, and the bright moments to gain in clearness. And you will readily recognize that the latter predominate in the history of our seminar if you will follow my brief sketch of its development."

*And in closing:*

"Still is the understanding of our work in our fatherland limited to a small circle. In spite of the much talk about educational reforms, men forget that these reforms must begin with the educators themselves; men forget that our universities are the appointed places from whence must flow the guiding forces of the intellectual movements of the nation. The best counterbalance to mere absorption in dead specialization might be given in the pedagogical seminaries, since their work, indeed, directly compels them to preserve the closest touch with life and to press on to ever higher reflection,—activities which alone are able to prevent a destructive one-sidedness. But our unreflective time prefers to split up its energies in various directions, in order to create only specialty virtuosos, and, as Herbart once lamented, the poor pedagogue can not be heard.

"But this should not deprive us of our courage. We are conscious of representing a good cause. That will support us, as it has supported our predecessors. Only let all who are convinced of the mission of the Pedagogical Seminaries at our universities be one in the defense of this thought by word of mouth or pen, leaving all unessential differences, and true to the old motto of the Jena Seminar:

*In necessariis unitas,  
In dubiis libertas,  
In omnibus caritas."*

*Illinois State Normal University, Normal, Ill.*

The "half-tone" in the above article was made from a photograph taken by Prof. Shaw, of New York university. The beautiful views illustrating the article "Christmas at Froebel's Institute at Kilhan" are from photographs loaned by Miss Alice E. Fitts, of Pratt institute, Brooklyn. All of these illustrations appear for the first time in print.

On pages 506-507 will be found drawings suggestive of black board decorations in colored crayons.



## Deaf Children.

By ENOCH HENRY CURRIER.

Unless correctly informed through the affectionate interest induced by family ties, the impression of the average citizen with respect to deaf children is clouded by an element of the weird. He expects something *outré* in their physical appearance, or mannerisms, and is rather disappointed than otherwise when he finds them pretty much like other children. In truth the sole distinguishing peculiarity of the deaf is the natural outcome of being cut off from the acquisition of knowledge through the channel which supplies so large a part of information to other people, and which plays the chief *role* in the acquisition of language—the sense of hearing. Overcome this impediment more or less, through the instrument of careful instruction, and supply them with written, and in cases where possible, spoken language, and they are but little different from children possessed of all their senses, except it be that the eye and the hand are more perfectly trained.

As a result of the deaf child's lack of a most important sense his condition calls for special methods of instruction, and for a much more minute attention to ordinary details, than is requisite with the normal child. The most satisfactory results in his training, which embraces not only the intellect, but manners, morals, and the many little incidentals a hearing child learns at the mother's knee, follow from an early entrance into school. Some may question whether the removal of a child from maternal and home influences at a tender age is not prejudicial to the child's interests, as tending to blunt the finer feelings surrounding the sacred associations of mother and home.

It should not be overlooked, however, that home to most of them, in their isolation without hearing and speech and the free communication of thought, is a life of monotony unbroken by the excitement, the incentive to mental action, the aid and encouragement to continuous thought to which hearing children derive from emulative play and struggle of mind with mind. Here and there, it is true, some deaf children possess, within a highly cultured home circle, the means of considerable intellectual awakening, but such cases, unfortunately, are not as numerous as could be desired. The danger of the child's maternal love being blunted sinks to a minimum when it is considered that the love of home is one of the chief lessons instilled in him from the earliest instruction, and the frequent visits of relatives, with the monthly visits home, which is possible in schools with a large local pupilage, such as the New York Institution for the Instruction of the Deaf and Dumb in this city, atones to a great degree for this temporary separation from the family.

But the final recompense, both to the child and the parents, certainly repays the sacrifice. Entered as a pupil in a school devoted to his special needs, a great and salutary change is at once observed. In the classroom, dormant faculties are awakened as he is called upon to trace the mysterious characters of the alphabet, to write the names of objects, to articulate them, and to spell them. The new work delights him, for his powers are called upon and he finds himself no longer neglected. On the playground he is among equals and joins freely in all their games. As he grows older a portion of each day is passed in the trade school where he masters the details of some useful trade, and where whatever mechanical genius he possesses, is called into activity. At the same time he receives the training of the gymnasium to develop his system and overcome any weakness that may have given rise to or resulted from his loss of hearing.

With each evening comes the study hour, followed by an hour devoted to reading or some quiet game; or, in the case of the girls, to needle work, embroidery or crocheting. Life thus passes from day to day in pleasant alternations of study, work, and play; for, contrary to the common idea, the schools for the deaf have nothing

characteristic of reformatories or asylums. With the increase of knowledge and the cultivation of his moral feelings, new powers are developed and the deaf child becomes a man and one worthy to take his place in the world about him.

As has been said, the intellectual development of the deaf is slow and the instruction necessarily very minute, for they cannot pick up information through the ear with the same facility as hearing children, and it follows that, as nothing is left to chance, their knowledge of ordinary subjects is generally thorough. Take, for instance, our anniversary days. Not only the name of the days, but the meaning of the customs attending all holidays are carefully explained to them, and the schools have proper observances of all such occasions. Even the youngest generally know when Washington's Birthday, Easter, Arbor Day, Memorial Day, Thanksgiving, and Christmas are due.

Christmas is the great day, for it means home, presents, Christmas tree, and all that delights the young heart. For weeks before the Christmas recess, nearly all the pupils utilize their spare moments in designing and manufacturing many useful articles with which to surprise and delight the hearts of those at home, whom they go to join at this happy season. While the daily routine of school life has its prescribed course throughout the year, with the approach of the holiday season the rigor of rules is somewhat relaxed to allow a little extra time for the production of the pretty conceits which the minds of the deaf evolve. The girls, thanks to their careful training at school, are generally experts at needlework, embroidery, and crocheting, and at this season their leisure time is given to producing tidies, sofa cushions, doilies, fine lace for trimmings, shawls, fascinators, shoulder capes, worsted slippers, richly embroidered neckerchiefs and handkerchiefs, make their appearance and are shown around with pardonable pride. All of these articles in due time will delight the heart of mother, father, sister, baby, or some dear one at home. The boys are none the less active, and for once leap frog, "miggles," football, checkers, and backgammon are put aside in order that the tool box, chess board, laboriously carved frame, or some other useful trifle may be ready before the holiday recess. I have seen a splendid set of chessmen with a handsome board prepared by a little fellow without any assistance whatever, while the number of fancy boxes, walking sticks, heavily carved frames, and toy furniture produced by their unaided skill speaks equally for their mechanical genius and their affection for the home and the family circle. To see a little fellow not only deaf but totally blind shaping a piece of hard wood into a present for the Christmas tree indicates the strength of this home feeling, while even the wee ones of the kindergarten put aside specimens of their paper folding, weaving, cutting out, and pasting as presents for mamma.

Some of the older pupils are allowed to go to the special kitchen devoted to the cooking classes, and are furnished the ingredients to practice on some new dish mother has not yet mastered, and which will tickle the palate of the home circle during the child's stay at home.

But it is in the art classes that the fancies of the pupils of both sexes find full expression at this season. Finely painted cups, saucers, pitchers, plates, quaint ideas in calenders finished in water colors, decorated picture mats, cards, blotters, and a variety of other useful articles are prepared and after an impromptu exhibition are taken home for the ornamentation of dining-room or parlor.

Yes, truly, there is a compensation for every misfortune, and the parents of deaf children who are willing to bear the heart straining caused by the absence of their little ones, receive their reward in the opening of closed intellects, the activity of trained hand, and best of all, the gushing forth of unstinted love from the well founts of affection.

*N. Y. Institution for the Instruction of the Deaf and Dumb.*

## Christmas in Russia.

By A. VELIKANOFF.

The Russians celebrate Christmas with much enthusiasm. Preparation begin two weeks beforehand. In the cities wagons loaded with spruce trees fill the streets, the provision stores are filled with game, ham, and other seasonable delicacies; the toy shops display hundreds of playthings; and the great dry goods stores exhibit all sorts of fashionable fabrics.

In the villages the peasant boy drives home his cart loaded with wood, for the hut must be snug and warm on Christmas Day. The father kills a boar for the feast, for at Christmas time no Russian peasant neglects this custom. Toward evening on the day before Christmas the bustle ceases, every one hastens to his home, and a solemn hush ushers in the holiday.

The people who belong to the orthodox church take at Christmas their last-lenten meal, thus finishing their six weeks' fast. The supper consists of eleven dishes, including a kind of gruel, *cutia*, which is made of rice boiled with honey. This practice is a relic of the pagan period of Russia.

In some parts of Russia boys go about the streets at Christmas singing songs, glorifying Christ. One of the boys carries in his hand a star made of paper of different colors; this is the emblem of the light which illuminates all the universe.

Russia celebrates Christmas on three consecutive days—December 25, 26, 27. Old Style. The first day is the principal one, though the second is celebrated in a livelier manner.

At dawn of the 25th the church bells call the people to worship, and everyone, young and old, hurries to give thanks for the Redeemer's birth.

By eleven o'clock in the morning great numbers of carriages and sledges are rushing in all directions. Every one goes on Christmas day to visit every one else. This sign of respect is due not only to friends, but to slight acquaintances also. As there must be so many of these visits they frequently are not more than a minute in length.

Christmas night is the most joyous time of the holiday season. There is scarcely a club house or social hall where a children's party is not in progress. The city usually gives a ball to the pupils of all secondary schools, under the auspices of the directors of the schools.

On the second day the festivities reach their height. Tobogganing and skating parties are arranged. In the cities temporary circuses and theaters are built especially for the Christmas holidays. Thousands of people stand about and listen to the jokes and stories which the clowns tell in order to tempt them within.

In the villages the celebration is of a different character. The peasantry are cut off from books, theaters and other means of culture, and consequently derive much of their entertainment from legends, tales, and myths, handed down from ancient times from one generation to another. The village girls and lads gather to sing and join in a choral dance (*chorovod*), every lad trying to outdo the others and attract the attention of the girl he most admires. Races are run, and sometimes quarrels are the result of the competition. The girls make snow men, play games of "tag" (*gorelki*) and have dances of their own, which they accompany by songs.

In the north of Russia a custom exists called *razshenia* or mummery. Men dress themselves in women's clothes, and women in men's clothes. Thus disguised they go from one hut to another, telling the host his faults and sins. Nevertheless, they are welcomed and treated cordially.

The old men and women visit one another and chat over old times. Sometimes the old men sit in the saloons (*cabac*) and talk of the affairs of their monotonous lives.

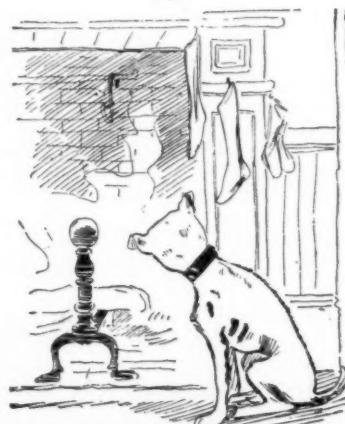
In Russia Christmas is so closely connected with the new year that they are treated as one holiday. The Russians believe that on New Year's Day each one's fate is decided and that it can be learned through divination and cartomancy. They practice several different methods of divination. Girls pour melted wax into a glass of water and tell their fortunes from the figures cast. Or



one will run suddenly into the street and inquire the name of the first man she meets. This is to be the name of her husband. Sometimes a ring is cast into a glass of water, and it is said that the image of the future husband appears there. There is still another method of divination. Two looking-glasses are placed against each other and two candles are lighted before them. The fortune teller or diviner sits before the mirror a long time. At midnight his future appears in the glass, and he can see all that is to happen to him during the coming year.

Superstitious usages, listening to ghost-stories, singing and dancing, are about the only enjoyments the Russian country people have. Chief among them is singing. Probably no nation has so many sweet songs as Russia has. But their melodies are plaintive. All of their native songs and ballads have a quaint and curious ring of mystery and sadness. Someone has called them the tears of Russia, and probably that is the most significant characterization that can be given them.

Odessa.



FOR THE BLACKBOARD.



## The Star of Bethlehem.

By MARY PROCTOR.

A world-wide interest has been shown in the vexed question of the Star of Bethlehem, and many and various have been the interpretations given as an explanation of this phenomenon. It may be explained as a purely miraculous appearance, shown in the heavens for the reason indicated in the account given in the gospel according to Matthew, for "to God all things are possible." Let us consider the story as it stands, and reading it in the natural sense of the words, see whether it will admit of any of the attempted scientific explanations. It reads as follows:

"Wise men or Magi came from the east to Jerusalem, saying, 'Where is he that is born King of the Jews? for we saw his star in the east and am come to worship him.' Then Herod, first finding out from the priests that the King of Jews was to be born in Bethlehem, sent them thither. And they 'went their way' (it was about two hours' walk from Jerusalem), 'and lo! the star which they saw in the east went before them, till it came and stood over where the young child was.'"

Some have supposed that the "star" was a bright light caused by the conjunction of two or three brighter planets, only, unfortunately, when viewed from a scientific standpoint, this does not agree with known facts. Conjoined planets do not approach all of a sudden, but are seen to approach each other for weeks until at their nearest, after which they seem to separate again, in the same slow, continuous fashion. They would never be mistaken for a star. According to another supposition, the star of Bethlehem was a comet which agrees better with the theories of olden times on such matters. In those days, comets were always supposed to be comparatively near by. Josephus, writing late in the first century, described a comet as hanging over Jerusalem in the form of a sword. We know, also, that Defoe described a comet "as hanging over London" previous to the plague and fire, and so close was it that some people "did verily suppose that they could hear the crackling of the fires in the comet's tail." All this would correspond well with the idea that a comet, that is a special luminous celestial messenger, might appear to go before the Magi even to the very house where the Child was, whose birth it had heralded, over which it would stand as a celestial sign to distinguish that house from all others. But although the tradition can thus be very reasonably and even probably indicated, we know that no comet is really waiting in the air near by, to do such heralding, and that all traditions in regard to the behavior of comets as portents have in reality had their origin in simple ignorance as to the dimensions, distances, and movements of the heavenly bodies of various sorts.

The most popular and generally accepted theory, among non-scientists as to the Star of Bethlehem, is, that it is the same star that was seen by Tycho Brahe, in 1572, and of which Humboldt has preserved for us the following account:

"When I left Germany to return to the Danish shores (says Tycho) I stayed at the ancient and admirably situated residence of Herritzwaldt, belonging to my uncle, Stevon Bille, and I was in the habit of remaining in my chemical laboratory until night-fall. One evening when I was contemplating, as usual, the celestial vault, whose aspect was so familiar to me, I saw, with inexpressible astonishment, near the zenith, in Cassiopeia, a radiant star of extraordinary magnitude. Struck with surprise, I could hardly believe my eyes. To convince myself that it was not an illusion, and to obtain the testimony of other persons, I called out the workmen employed in my laboratory and asked them, as well as all passers-by, if they could see, as I did, the star, which had appeared all at once. I learned later that, in Germany, carriers and other people had anticipated the astronomers in regard to a great apparition in the sky which gave occasion to renew the usual railleries against men of science (as with comets whose coming had not been predicted)."

"The new star (continues Tycho), was destitute of a tail; no nebulosity surrounded it; it resembled in every way other stars of the first magnitude. Its brightness exceeded that of Sirius, of Lyra (Vega), and of Jupiter. It could only be compared with that of Venus when it is at its nearest possible to the earth. Per-

sons gifted with good sight could distinguish this star in daylight, even at noonday, when the sky was clear. At night, with a cloudy sky, when other stars were veiled, the new star often remained visible through tolerably thick clouds. The distances of this star from the other stars of Cassiopeia, which I measured the following year with the greatest care, has convinced me of its complete immobility. From the month of December, 1572, its brightness began to diminish; it was then equal to Jupiter. In January, 1573, it became less brilliant than Jupiter; in February and March, equal to stars of the 1st order, and continually diminished in magnitude until March of 1574, when it entirely disappeared without leaving a trace visible to the naked eye having shone for seventeen months. As it decreased in size it varied in color; at first its light was white and extremely bright; it then became yellowish; afterwards of a ruddy color like Mars; and finished with a pale livid white resembling the color of Saturn."

As Flammarion tells us in his *Popular Astronomy* (p. 623):

"It was soon announced that the new star was the same which had led the Wise Men to Bethlehem, and that its arrival foretold the return of the Messiah and the Last Judgment."

However, science has shown us, that the new star in Cassiopeia is probably the same star which made its appearance in this same region of the heavens in 945, and 1264, and we may suspect them, as Sir John Herschel remarks, "to be one and the same star with a period of 312 or perhaps of 156 years." In fact, according to the best authorities, the "new star" can still be seen smouldering in the spot where it once blazed.

Those who care to look occasionally at the heavens, to know whether this star has returned to view, may be interested to learn where it should be looked for. The constellation of Cassiopeia presents the appearance of a straggling W formed by the five chief stars. The "new star" is near the middle angle of the W, but must not be confused with another star not far from the place indicated. This, however, is not a bright star, and for this reason could not possibly be mistaken for the expected visitant. But certainly that wonderful "new star" had nothing to do with the star of the Nativity. When we consider that light takes many years in traveling from the stars to our earth, for even from the nearest star a ray of light is more than three years on its way before it reaches our earth, we perceive that the star which guided the Magi must have sent its light to earth years before it served as a guide for them. Then again, the stars are placed at such enormous distances from our earth that, although they travel at varied rates of velocity through space, yet thousands of years must pass away before any displacement is observed. At that rate, this star must for awhile have shot madly from its sphere, and wandered over an eccentric course with a velocity of many millions of miles per second, so as to guide the wise men of the east on their way to Bethlehem.

Does not the appearance of the "star" rather coincide with the time of the winter solstice (the very day, December 25), the time originally assigned to the beginning of the sun's yearly course—an event determined by the "heliacal rising" of a special star, changing as long periods of time elapsed? Probably, the Magi watched for this phenomenon,—viz.: the appearance of that star in the east, just before the increasing light of sunrise approached obliterating all stars in that region from view. As soon as they observed it (that is, on the morning when it was first seen), they announced the birth of Christ, as a Saviour for this world. May we not venture still further by saying that the sun rising each morning serves to recall to us this great blessing vouchsafed mankind, thus perpetuating the memory of the "Star of Bethlehem," as Christmas Day perpetuates the anniversary of this great event throughout Christendom?

New York, N. Y.

The editorial notes will be found on page 552.

If you have a friend who you would like to receive a copy of this JOURNAL send the address and six cents to cover cost of mailing.





### Glad Christmas Bells.

CHRISTMAS HYMN.



1. Glad Christmas bells, your mu-sic tells      The sweet and pleasant sto-ry;  
 2. No pal-ace hall its ceil-ing tall      His king-ly head spread o-ver;  
 3. Nor rai-ment, gay as there He lay,      A-dorn'd the in-fant stran-ger;  
 4. In skies a-far, a splendid star      The wise men westward trav-ling;



How came to earth, in low-ly birth,      The Lord of life and glo-ry.  
 There on-ly stood a sta-ble rude      The heavenly babe to cov-er.  
 Poor, humble child of moth-er mild,      She laid Him in a man-ger.  
 The live-long night saw pure and bright,      A-bove His birthplace burning.

5 Where on the hill, all safe and still,  
 The folded flocks were lying,  
 Down through the air an angel fair  
 On swiftest wing came flying.

6 "Glad news I bring, the promised King  
 Lies in a stable yonder:  
 A manger His rude dwelling is,  
 There lies He, the world's wonder."

7 A multitude then round them stood,  
 And joined in joyful singing:  
 And with their cry the very sky  
 From end to end was ringing.

8 "Glory to Thee for ever be,  
 God in the highest glory!  
 Good will to men, and peace again,  
 O earth, is beaming o'er thee!"

### Emmanuel

W. C. DIX. W. H. DOANE. 7



1. Joy fills our in-most heart to-day! The Roy-al Child is born; And an-gel hosts in  
 2. Low at the cra-dle throne we bend, We won-der and a-dore; And feel no bliss can  
 3. For us the world must lose its charms, Be-fore the man-ger shine, When, fold-ed in Thy  
 4. Thou Light of un-cre-at-ed Light, Shine on us, Ho-ly Child; That we may keep Thy

REFRAIN.



glad ar-ray, His ad-vent keep this morn,  
 ours transcend, No joy was sweet be-fore.  
 moth-er's arms, We see Thee, Babe di-vine. } Re-joice, re-joice! Th'In-car-nate Word Has  
 birth-day bright With serv-ice un-de-filed.



come on earth to dwell, No sweet-er sound than this is heard—Em-man-u-el!

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### The Burgett Gang.

"It does seem as if the boys around here couldn't act decent even if they should try to."

This comment was made at the breakfast table of the Pratt family the morning after a spelling school had been held in the Loomis district. The doings of some of the boys had been told by Daniel and Amasa, and their mother and father were rightly indignant. "Where was Mr. Stoddard all this time?" "Oh! he was taking supper up at Deacon Townsend's," and he was late.

"I do think you should see the trustees, Mr. Pratt, the school-house will be torn down or set on fire, and our school is getting a bad name."

The census of the Loomis district gave over seventy children from six to twenty-one years of age. In the winter the big boys came and the teacher had difficulty in keeping good order. The trustees always stipulated that good order should be kept; this was supposed to be reached by the fear the boys had of the master's ruler.

It did seem as though a spirit of lawlessness was gaining ground in the district; it was referred to in the weekly prayer meeting held in the school house; it was talked of at the village store; in several families a fear was expressed that some of the boys of the community would not turn out well.

And yet there was nothing done that seemed really wicked. Charles Burgett, the blacksmith's son, who was considered the worst, was conceded to be a hard-working and kind-hearted fellow. He and Alfred Brigham, his particular chum, and Ben Dobell, and George Halseys constituted "the Burgett gang" because seen so often together; but if any one had been asked to lay charges against them he would have said, "Oh, I don't think they are bad boys, but I don't like to see them hang together so."

The trustees could think of no way to overcome the supposed evil tendencies but to hire a teacher who would bring these boys into subjection. During the summer rumors reached them of the ability of a teacher who had done wonderful things in one of the "canal districts," then supposed to contain the most vicious element that existed. He had seized a big fellow who disputed his authority and after a long scuffle had thrown him out of doors. Somewhat doubting whether such measures were needed, an interview was had with Mr. David Harrison, and he was hired.

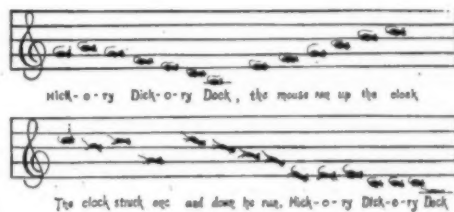
The winter that followed was a trying one in the Loomis district. The boys who were aimed at by the hiring of Mr. Harrison felt indignant and were ready to break a rule just to see what would follow; but their parents constantly said, "Don't you have any fuss with this man, it will only make everybody believe you are as bad as they claim." So they went to school in a dull and defiant mood. The teacher on his part kept on the watch with a stout ruler under his arm. When the four months' school closed all breathed easier.

During the winter Mr. Warren Mitchell, the tanner, had been to Albany, and came back with new ideas concerning schools, and being a man of considerable intelligence and means, was listened to with respect.

"I heard a lecture about education, and I am afraid we have not done the best thing by getting such a man as this Harrison. The lecturer said that in the best schools they did not whip at all, and that the best teachers interested their pupils and kept them employed. I went to one of the schools; it was in a bright and pleasant room and all the children were nicely dressed, and they sang so beautifully—I declare I felt ashamed of our doings here. The trustee told me that the old style had gone out of date, and that new ways and new ideas were being adopted. That they depended on arousing a kind spirit in the boys and not treating them as if they were criminals. That's where we have made a great mistake. All the big boys and girls have an unkind feeling toward the school, and they won't learn when they feel so."

These expressions were so true and had so much common sense in them that they were assented to, and it was determined that one of the "new sort of teachers" should be obtained if he did not ask too much for his services, for the people insisted that the trustees should make the cost of the school just as small as possible.

It was a matter of wonder how the people were set to talking about the new plans. There was so much vagueness in Mr. Mitchell's description of his visit that the im-



(For other suggestions as to blackboard drawings and borders for Yule tide, see pages 506, 508.)

### Merry Christmas.

Words by W. L. R.

CHRISTMAS SONG FOR BABIES.

Music by DUNCAN HUME.



1. Mer - ry, mer - ry Christ - mas, Hap - py, hap - py day,



Mer - ry, mer - ry Christ - mas, Gai - ly, gal - ly play.

2 Merry, merry Christmas!  
Pudding full of plums:  
Merry, merry Christmas!  
Sugar'd figs in drums.

3 Merry, merry Christmas!  
Snowball, skate, and slide:  
Merry, merry Christmas!  
Winter in his pride.

4 Merry, merry Christmas!  
Glitter, lighted tree!  
Merry, merry Christmas!  
Holly berries see!

5 Merry, merry Christmas!  
Pretty, pretty toys:  
Merry, merry Christmas!  
To us girls and boys.

[Clap hands.]



agination had a fine field to fill up the gaps as each saw fit. There was music; they sang often and beautifully. There were flowers on the teacher's desk; they had been brought by a pupil. There were pictures on the walls; they had been presented by a committee of ladies. The desks were smooth and shone like a piece of new furniture. The pupils were smiling and happy. The teacher spoke pleasantly and encouraged every one; but more he could not remember. Somehow these were the very things the people felt their school needed.

As the summer passed rumors about correspondence got about; then it was announced that a young man by the name of Charles Roberts had been hired. The remark at a meeting of the sewing society, "The young man will think we are a queer set of people when he sees that old school-house," started a train of thought and action. A committee of ladies proceeded to inspect the building and repairs were proposed. The holes in the walls were plastered up, whitewash was applied; a new coat of paint was put on and curtains at the windows; a board walk was put down in front where it was always muddy in wet weather, and a mat and scraper procured.

A feverish impatience began to be manifested that the school should open; many that were supposed to have left the school "for good" announced that they should go back to school this winter. Finally the news spread that a gentleman had inquired of Deacon Townsend where Mr. Charles Mitchell lived—he must be the new teacher, and so it turned out to be. The trustees met at Mr. Mitchell's house that evening and carried home varied descriptions, but they were all in the main satisfactory. Mr. Roberts was at church on Sunday and they looked at him altogether differently from what they did upon his predecessors. He certainly had a pleasant manner and the young people were certain they should like him.

The school doors were opened early and Mr. Roberts was busy shaking hands with all the curious group. It was plain enough that *good will* would work his administration of affairs; there was good will in the hearts of children and parents too.

As the days passed the parents questioned the children as to the doings in the school: there was reading, writing, spelling, geography, arithmetic, and grammar, as there always had been, but they always added, "He makes it so interesting." As to the behavior, which the parents felt to be so very important, it was said, "He don't watch us, and we don't have any time to do mischief. The "Burgett gang" were all in school, and Charles Burgett was the master's assistant! Evidently the ability of the lad as a leader had been perceived and been availed of by this man. Of course the other three were only anxious to aid; they brought in wood and kept the fire going; they frowned on small boys who played tit-tat-to on their slates.

At the end of the month a Parent's day was held; in the afternoon the trustees and many others came and listened to essays by young and old, looked at writing books, saw some arithmetic examples marked out on the blackboard, and heard some singing. Mr. Mitchell made some remarks: "Children, we have put up this building and got you this good teacher to show you our good will. I can see that you have good will. I never pass this building now without feeling happy."

Mr. Roberts invited his highest class to meet him in conference and proposed that there should be a Christmas entertainment. It was a new idea and was agreed to; only it was to be a secret.

Though a secret, something was guessed to be on foot, for who can conceal the joy that is in the eyes? It was planned that the desks were to be unscrewed and put in the wood-house, and a Christmas tree put in the center. There were to be candles on it and enough presents so that each pupil would have one—and these were to be given by the pupils themselves. Invitations had been written; a Christmas entertainment was to be given; each child was to come.

It was in the evening, and the sleighbells jingled merrily, as load after load arrived. At six o'clock the can-

dles were lighted, there was singing of a Christmas hymn; then the "Burgett gang," as part of a committee, read the names of the children and each received a present.

Then Mr. Mitchell stepped forward and said, "I have here some presents for this committee of young ladies and young gentlemen who have assisted so nobly to-night." And then eight volumes of nicely bound books were presented to the astonished "Burgett gang" and their assistants. This took the gang entirely by surprise and somehow there were tears shed. There were those who felt they had not tried to see the good there was in these young men, but had readily magnified their overflowing life into proneness to evil.

But there was a rustle of expectancy that showed all was not yet over. The ring of people around the brilliant tree parted, and the A B C class of three little boys and four little girls came forward and stood before their teacher. He looked at them with some surprise and said, "Well, my children, what shall I do?"

A package was in the hands of one of them and it was tremblingly unfolded. A pretty Bible covered with blue velvet was disclosed. "This is your present," finally said little Fanny Pratt; and the people enjoyed Mr. Robert's surprise; hands were clapped until they ached.

It had been noticed that a small shed had been put up by "the gang" next to the school-house; it was jokingly called "the new wood-house." As soon as the applause ceased some one was heard to open a window and call out, "Santa Claus has just left some refreshments in the new wood-house."

These "the gang" assisted in distributing and every one was made happy again. It was nearly ten o'clock before parents and children could get away—an unusually late hour for the people of the Loomis district.

The next morning when the Pratt family met at the breakfast table they could but discuss at considerable length the last night's entertainment, although Mr. Pratt had made a statement that in ordinary times would have put all gossip aside—that two fat pigs were to be killed and that the butcher was waiting in the kitchen. The discussion was finally closed by Mrs. Pratt, who remarked:

"Well, it does seem to me that the boys around here are just the best boys in the world. Just see how Charles Burgett, Ben Dobell, and George Halsey helped last night! Why it made some almost cry."



CHRISTMAS IN A DISTRICT SCHOOL.



# Christmas Exercise.

## At the Court of King Winter.

By LIZZIE M. HADLEY.

### SCENE.

A room decorated with green boughs, holly, and evergreen; spotted here and there with cotton to represent snow.

A chimney for Santa Claus may be simulated by means of an open door and strong paper colored with red and white crayons to represent bricks.

### COSTUMES.

Winter should wear a white fur or cotton robe and have a long white beard.

November should wear brown. December, brown with tufts of cotton to represent snow.

Dandelion should wear a yellow dress. Violet a violet one, and clover, white.

Elves should wear white and the heralds long stockings, full trunks, loose jacket, belted at the waist, puffed sleeves and ruff. This may be cheaply made of cambric.

The winds should have disordered hair with withered leaves caught in it here and there. A loose flowing robe and mantle.

Puritan costume may be copied from some historical picture. Christmas should wear white with a wreath of holly and mistletoe.

Santa Claus wears a fur coat and cap and has a long white beard.

Nature may wear a brown flowing robe.

### CHARACTERS :

Winter,	Santa Claus,	Christmas Day,
November,	Elves,	Forefathers Day.
December,	Heralds,	
Nature,	Winds,	

(Enter Dame Nature, looks at the clock. Bell outside.)

Dame Nature.—There, it is striking twelve. I am just in time to say good-by to November. (Turns to November.)

Your work now is done, November, adieu,  
(November goes out.)

And now, old December, a welcome to you.  
(Enter December.)

December.—I am glad to see your face once more.

(Flowers come forward.)

Flowers.—

We, too, have a welcome for you, brave December,  
And the needs of the flowers we trust you'll remember.

December.—Flowers! Pray what does this mean?

Flowers now should not be seen.

Dandelion, violet, sweet little clover,

I am sure I have told you, over and over,

To creep into bed as the year grows old.

You never were made to endure the cold.

Your sisters are fast asleep this minute.

And if you have a bed it is time to be in it.

Come, good Dame Nature, and see at once

That safely sleeping is each little dunce.

(Dame Nature sings.)

Tune: "Come Little Leaves."

Come pretty ones from the field to-day,

You know that Summer has flown away

And old King Winter will soon be here.

'Tis time that you were asleep, my dear,

North wind is blowing, O, ho! O, ho!

Birdies flew southward long ago.

West wind is calling, Come go! come go!

Flowers must sleep beneath the snow.

Flowers pretend not to hear.)

December.—Come, come, my dears, don't you hear Dame Nature calling you? It is long past your bed-time.

Flowers.—O, December, please let us sit up a while longer. The sun is quite warm and the fields are still green. It is much too early to go to sleep.

December.—No, no, children, this will never do. I expect Jack soon and he does not love flowers.

Flowers.—Pooh! that doesn't matter. He is always prowling around. He often called upon November, but he never found us.

December.—How did that happen?

Flowers.—O, we hid under the leaves when we heard him coming.

December.—But you can't always hide. Some day Jack will find you and then—oh, I dread to think what will happen. Aren't you afraid of him?

(Flowers look timidly around.)

Flowers.—

O yes, he makes us quiver

And we're all a shiver

When we hear his footsteps on the grass;

All our leaves are shaking,

And with cold we're quaking,

When we even dream that he will pass.

December.—If you feel in that way I am sure your place is in bed. Come, let me tuck you under the leaves and I will ask King Winter to spread a nice white coverlet over you that you may keep snug and warm until spring. Hark! I believe I hear Jack coming.

Flowers.—

O, if toward us he is creeping!

It is time that we were sleeping.

So let dear Dame Nature rock us,

And in slumber safely lock us,

Till old Jack, the saucy elf,

In the northland hides himself.

(The flowers lie down with their heads on Nature's lap. Dame Nature sings.)

Tune: "Baby is a Sailor Boy."

Shut your eyes, my little one,

Sleep, darling, sleep,

Winter's here and summer's done,

Sleep, darling, sleep,

Come, pretty flowers with blossoms gay,

Sleep, darling, sleep.

Into dreamland, come away,

Sleep, darling, sleep.

(Draws a sigh of relief.)

There! they are asleep at last. I was really afraid Jack would be here before they were in bed, and he would be sure to pinch and trouble them in every way. Ah, here he comes. (Enter Jack Frost.)

Jack Frost.—I am little Jack Frost, ho, ho!

The sturdy herald of ice and snow.

Good morning, December, a message I bring—

December.—From whom?

Jack Frost.—

Our sovereign, the winter's king.

He bids me say he will soon be here

And hopes that at court you will then appear.

Ah, he is a mighty and generous king

And a beautiful present for you he will bring.

December.—What is it?

Jack Frost.—

Aha! so you'd like to know.

'Tis a robe made up from the purest snow.

December.—The king is kind to remember me, but I am sure I like my brown gown better than I shall a white one.

Jack Frost.—

Nonsense, child, don't be ungrateful!

Ingrates, now, are really hateful.

When you see that robe of snow

Into ecstasies you'll go.

And your old gown doff at once

—If you don't you'll be a dunce.

But there's work to do, remember,

Ere the king gets here, December.

December.—I am ready for work. What would you have me do?

Jack Frost.—

Do? Why, I'd have you scurry around,

And sweep up the leaves that lie on the ground

Brush off the ones that cling to the trees.

Lest this disorder our ruler sees.

While I lock up the rivers and lakes,

And frost the ferns and the plumy brakes.

Deck all the houses with icicle fringes,

And hang the doors upon creaking hinges.

December.—Very well, Jack, I'll do my best.

Jack Frost.—My duties, too, shall all be done,

But while about them I'll have some fun.

December.—What will you do?

Jack Frost.—

O, wait and see.

Perhaps you'll enjoy the fun with me.

I'll see that things about me freeze,

I'll tickle the children and make them sneeze,  
I'll crack the pitchers and break the glass.  
And trip up the folks as I see them pass.

*December.*—O, Jack, Jack! I wish you wouldn't do such mischievous things. You'll make every one dislike you. Why can't you behave yourself?

*Jack Frost.*— If you dare that way to speak  
Both your ears I'll surely tweak.

*December.*—What is the use of quarreling all the time? I am not a bit afraid of you and I am only speaking for your good. How much better it would be to do a kindness for some one instead of always trying to tease and vex people. I have heard you are a fine artist; why not paint pictures upon the windows to please the children who can't go out of doors this cold weather?

*Jack Frost.*— Why, so I will,  
So just keep still,  
And see what I can paint, ma'am,  
Here are ferns and logs,  
And marshy bogs,  
With castles old and quaint, ma'am.

Hark! what's that noise! (*listens*)  
It must be boys,  
I guess you'd better run, ma'am.  
I greatly fear,  
The king is near,  
Your work is not half done, ma'am.

But as for me  
The king will see  
That this is all your fault, ma'am.  
You chatter so,  
He'll surely know.  
That you're not worth your salt, ma'am.

See, there he comes.  
With beating drums,  
Of course you see him now, ma'am,  
(*Aside*) O, what a din!  
I'll let him in,  
Why don't you make a bow, ma'am?

(*Enter Elves singing.*)

*Tune: "Hail to the Chief."*

O, jolly King Winter is gayly advancing,  
Coming to us in his white robes of snow,  
All brightly around him sunbeams are dancing,  
Hail to our king now where're he shall go.

Free now from ev'ry stain  
Long, long o'er us he'll reign.  
Let ev'ry rock proclaim  
Winter is king.

*Children*— Hu rah for old King Winter!  
And all his merry crew.  
With sleds and skates and snowballs  
He's come to visit you.

Hurrah again for winter!  
And let our voices ring  
O'er hill and vale and meadow,  
Long live, long live the king.

(*All shout hurrah.*)

*Herald.*— Ho! room for old King Winter  
And his subjects ev'ry one.  
Room for the king who cometh  
From the land of the midnight sun.

*December.*—Your majesty is welcome.

*Jack Frost (aside).*—O, yes—as frost in May.

(*To the King.*)—Sire, I'm glad to see you  
And I hope you've come to stay.

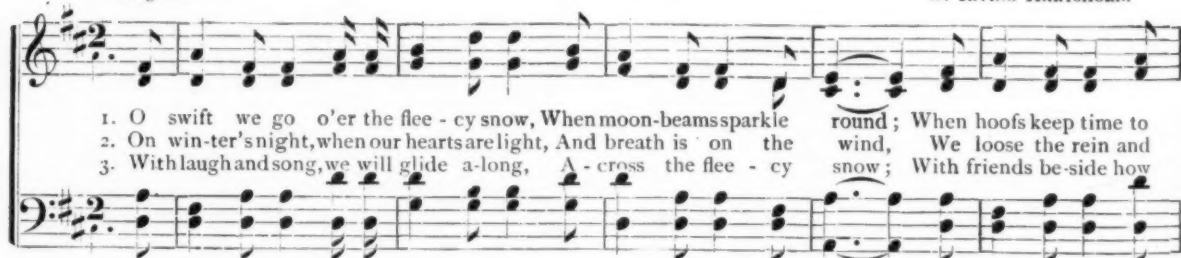
*Winter.*— Yes, I am here to stay, until  
Another year shall bring  
The song birds back, and start once more  
The blossoms of the spring.  
This old earth needs my care, and Jack,  
There's work for every one.  
But, as I look around, I see  
Your part is still undone.

(*Severely*) I sent you here, young sir, to work.  
Why have you loitered so?  
The earth is not half ready yet  
For its covering of snow.  
You're at your silly tricks again  
—In mischief, I'll be bound.

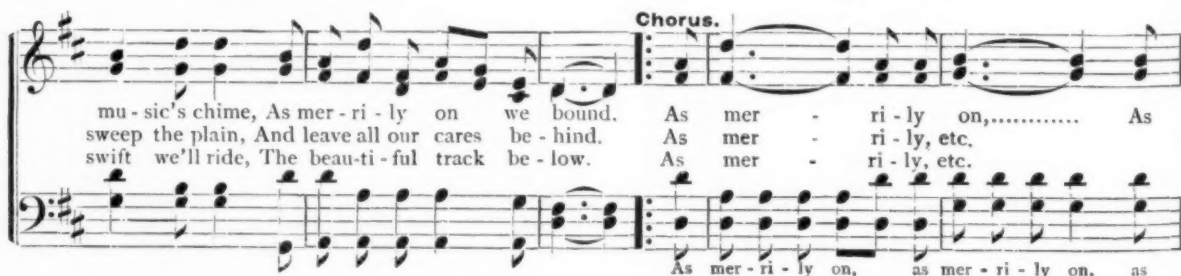
## Winter Song.

*Allegretto.*

W. IRVING HARTSHORN.



1. O swift we go o'er the flee - cy snow, When moon-beamssparkle round; When hoofs keep time to  
2. On win-ter's night, when our hearts are light, And breath is on the wind, We loose the rein and  
3. With laugh and song, we will glide a-long, A - cross the flee - cy snow; With friends be-side how



**Chorus.**  
mu - sic's chime, As mer - ri - ly on we bound. As mer - ri - ly on,..... As  
sweep the plain, And leave all our cares be - hind. As mer - ri - ly, etc.  
swift we'll ride, The beau-ti - ful track be - low. As mer - ri - ly, etc.  
As mer - ri - ly on, as mer - ri - ly on, as



mer-ri-ly on we bound; As mer - ri - ly on..... As mer-ri-ly on we bound.  
mer - ri - ly on we bound, we bound; As mer-ri-ly on, as mer - ri - ly on, as mer - ri - ly on we bound.

Now, go at once and frost for me  
The grass, and freeze the ground.

*Jack Frost.*—Your word is law, O king, I go.

*Elves.*—Shall we unpack your ice and snow?

*Winter (hastily).*—

No, no indeed; why, in this weather  
The ice and snow would melt together.  
Just wait awhile till Jack's had time  
To silver o'er the earth with rime.  
I'm pretty sure things then will freeze.

(*Enter Winds. They whirl and dance about the stage.*)

Dear me! what blustering folks are these?

*North Wind.*—

I am North Wind,

*West Wind.*—

I am West.

*Both.*—See us blow! We'll do our best  
To show the world King Winter's come.  
Things about us now shall hum.

(*They join hands and dance round and round singing.*)

*Tune:* "Here we go Round the Barberry Bush."

We blow across the naked fields, the naked fields, the naked fields.

We blow across the naked fields,  
So cold and gray and barren. (*Children join them.*)

*Winter.*—Children, what are you about?  
Stop at once or pray go out.

(*They stop and stand quietly by Winter's side.*)

That is better. Now keep quiet,  
I dislike such noise and riot.

*Winds.*—

O, we've only come to show  
How the North and West winds blow.  
But of you we stand in awe, sir,  
And, of course, your will is law, sir  
If you tell us to keep still  
We'll obey—

*Winter.*—Of course you will. Just step back here behind Dame Nature, she will attend to you. (*The Winds step back and Winter turns to December.*)

And now call up your holidays  
Their names I don't remember  
Bid them appear at once at court,  
Call loudly now, December.

*December.*—Your majesty shall be obeyed,

*Winter.*—'Tis well. See they are not delayed;

*December.*—Go, Herald, speed you on the way  
And bring to court fair Christmas day.—(*Herald goes out.*)

*Winter.*—Still there's another.—

*December.*—Yes, I wot,  
Forefather's day I've not forgot.

*Winter.*—Pray tell me what that day is about.—(*Enter Puritan maiden.*)

*December.*—Here is some one can tell you beyond a doubt.

*Puritan Maid.*—

Out from the past with memories laden  
I come unto you a Puritan maiden,  
You want to know why we keep Forefather's day,  
Well, dear, king Winter, it happened this way:  
It was long years ago, far over the sea,  
The King and the people could never agree  
He believed that the right was vested in him  
Sometime in ages so musty and dim—  
To make all the people about him obey  
And even to worship the Lord in his way,  
"We never will do it," they cried

"But you must,"

Said the King, and so, at last in disgust  
They all from the lowest, to highest in station  
Sailed over the sea to found a new nation.

*Winter.*—Did they do it?

*Puritan Maid.*—My friend look around you and see,

This is worth all the trouble they had, you'll agree.

*Winter.*—What trouble?

*Puritan Maid.*—

O, cold and famine and foes,  
What they had to endure there is no one now knows.  
But they conquered at last and for you and for me  
They planted the seeds of the "Liberty-tree,"  
That has grown and has flourished since then, until now  
The birds of prosperity nest on each bough,

And liberty's song they are singing away,  
And so every year we keep Forefather's day.

*Winter.*—That is a pretty tale you tell,—

December, how is this?

Where is your other holiday?

Why don't you call her, Miss?

*December.*—I've sent my Herald, mighty king,  
Soon, Christmas day he'll hither bring.

*All.*—Here she comes now.

*Winter.*—Merry Christmas, Elves—Welcome, Christmas.

*Winds.*—Hurrah for Christmas!—

(*Christmas bows right and left.*)

*Children.*—Hurrah for Christmas.

*Christmas Day.*—

To tell you a tale of the olden time,  
I have come here a weary way,  
And so, king Winter give ear unto  
This story of Christmas day.

It was years ago, they are piled so high  
Their number I scarce remember,  
That a Baby came unto Bethlehem town  
One night in the chill December.

Out in the fields, the shepherds watched  
Their flocks in the moonlight tender,  
When a light shone out of the midnight sky  
With all of the noontide splendor.

And sweet as the note of a woodland bird  
The angels around were singing,  
"Fear not, fear not, glad tidings now  
To the world and you I am bringing.

"A little child was born to-day,  
God hath his own son given  
To help men tread life's thorny path  
And point the way to Heaven.

"Good will, good will on earth for aye  
Good will and peace he sendeth,  
As earnest of this promised boon,  
His own dear Son he lendeth."

Hushed was the song, they looked around  
The old familiar places,  
And dimly, in the warning light,  
Saw only awe-struck faces.

They left untended flocks and herds,  
And sought the heavenly stranger,  
They found him there in Bethlehem town,  
Cradled within a manger.

Yes, there within a stable low,  
The gentle kine around him  
Straw-pillowed his annointed head,  
The wondering shepherds found him.

There too, from some far Eastern land,  
Coming they knew not whither,  
Yet, full of faith, the Magian kings  
A star had guided thither.

All knelt beside that lowly shrine,  
With love and reverence blended,  
They left their gifts and worshiped him  
Then, homeward their way they wended.

That olden tale is written still  
O, memory's precious pages  
Though shepherds and the Eastern kings,  
Have been but dust for ages.

And still when Christmas day comes round,  
We tell the olden story.  
And presents bring as Magians brought  
Theirs to the King of Glory.

*Winter.*—O, for your story Christmas day  
Our hearty thanks are due,  
And now, December steps this way,  
I have a word for you.

(*December goes to Winter's side.*)

Have I heard, or is it only a dream  
That Santa Claus comes with his reindeer team  
And brings, for good little girls and boys  
A sleigh, packed high with a load of toys?  
—Where I have heard this I can't remember,  
Perhaps you'll be able to tell me, December.

*December.*—It is no dream, for every year  
You may see his reindeer team appear,  
For good little folks he has charming things,  
Drums and trumpets and dolls and rings  
But the bad ones hide when they see him pass



There is never a toy for them, alas!  
But—let me whisper—'tis really shocking  
They find a *rod* within each little stocking.

*Winter.*—O, dear December, it makes me sad,  
Do *you* think these children mean to be bad?

*December.*—Ah, me, king Winter, there's nobody knows,  
We must all take things as they are, I suppose.

*Winter.*—Maybe they are thoughtless, I can't believe.  
Their kind friends and parents they mean to grieve.

*December.*—We will hope so, at least.

*Winter.*—  
Well, I mean to see  
If Santa Claus with me don't agree.  
Now, Elves, hie away to Santa Claus land,  
Perhaps you can make him understand  
That it would be well if, now and then  
He'd forgive the dear little women and men  
And give them a share of good things with the rest  
I am sure, after that, they would do their best.

*December.*—You have no need to send there, Winter, to-day  
(*Bells outside.*)—I hear his bells; he is on the way,  
And soon down the chimney with clatter and noise  
You will see him appear with a load of toys.

*Noise outside.*—Hark! I am sure he is on the house.  
Now every one keep still as a mouse.  
(*Santa Claus comes down the chimney.*)  
That's pretty close quarters for one of my size  
(*Looks about him.*)  
Have I come to a party? This is quite a surprise.

*December.*—  
O, no, not a party, by chance or in sport.  
You have entered the palace where Winter holds court.

*Winter.*—  
'Tis a fortunate chance, I am really enraptured  
At sight of this Saint whom we now have captured.  
I have heard of him often from dear Mother Goose,  
And now Santa Claus, let me introduce  
Myself to your notice; King Winter's my name,  
And I flatter myself it is well-known to fame.

*Santa Claus.*—  
I am right glad to meet with you here, O great King  
Take my thanks for the ice and the snow that you bring.  
With the work that I do, I really don't know  
How I ever could get through were it not for the snow,

Since old Mother Goose my name kindly mentions,  
Of course sir, you know what are my intentions?

*Winter.*—You have toys?

*Santa Claus.*—Yes for ev'ry good lad and dear little maid.

*Winter.*—And the bad ones?

*Santa Claus (sadly).*—I've nothing but *rods* I'm afraid.

*Winter.*—

I am glad of a chance a word now to say,  
O, pray with the children be patient alway,  
And when Christmas-time comes, O, try to remember  
The child who was born, long ago, in December  
And try to have mercy as well as be just,  
And forgive and forget many times, if you must,  
And the children I'm sure will be good then, until  
A year shall roll round—

(*Children running up to Santa Claus.*)—We will, O we will!

*Santa Claus.*—  
You are right sturdy Winter, I'll do as you say  
And so little folks, come hither I pray.  
First, give me a song and then I'll unpack,  
Be sure now a present there's no one shall lack.

(*They range themselves in a half circle about Santa Claus, and sing.*)

*Tune:* "Carol Brothers, Carol."

Sing it little children  
Sing it joyfully,  
All the happy tidings  
Sing so merrily,  
Yes, sing with us, dear children,  
Without a care or fear,  
Sing it, children, sing it,  
Christmas day is here.

#### TABLEAU.

Nature,	Winter,	December,
Flowers,		Jack Frost,
Heralds,		Winds,
Puritan,	Santa Claus,	Elves,
Christmas,		Children.

*All.*—Merry Christmas dear Santa you add to our joys  
So now please unpack your "bundle of toys,"  
And to you who have listened to all we have said  
May the blessings of Christmas rain down on each head.  
May prosperity's blessings attend you alway,  
And to all now we wish *Merry Christmas to-day.*

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### CHRISTMAS DAY IS COMING.

Music by R. F. SOWERS.

1 When snow lies deep up-on the ground, And win-ter winds are blow-ing, And on the hearth with  
2 The school-boy hears it at his task, His heart is light-er beat-ing; The plodding stu-dent  
3 The dream-ing po-et hears the voice, It seems though bells were ring-ing; And an-gel choirs a

crackling blaze, The win-ter fires are glow-ing; Then through the land a mag-ic voice A pleas-ant song is  
lifts his head, And thinks of home and greeting; To old and young, to rich and poor, The gen-tle voice is  
Christmas song To all mankind were sing-ing; He ech-oes forth the notes of peace, The voice to him is

hum-ning, Friends part-ed long shall meet a-gain, For Christ-mas day is com-ing.  
hum-ning, Friends part-ed long shall meet a-gain, For Christ-mas day is com-ing.  
hum-ning, God bless each friend, for-give each foe, For Christ-mas day is com-ing.

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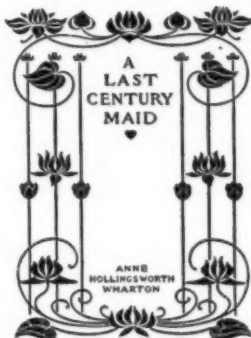
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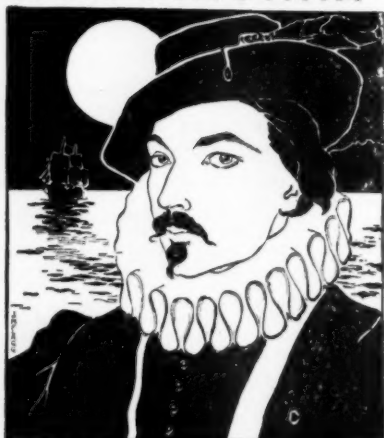
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## Christmas Magazines.

*Scribner's* Christmas number contains seventy illustrations, twelve of them in color, printed in a very original way, across the text of a fantastic story by Brander Matthews. Frank R. Stockton contributes a graceful story with unexpected situations, and there is also a story by Joel Chandler Harris. The remarkable group of articles on great English artists are enriched with a paper by Cosmo Monkhouse on Alma-Tadema. The twenty illustrations have been selected under the advice of the artist himself. A. E. Watrous has a charming reminiscence of Theater alley and the old Park theater in the days of Fanny Kemble.

The leading article in the December *Atlantic* is John Fiske's historical study entitled "The Starving Time in Old Virginia." This issue also contains three short stories: "Witchcraft," by L. Dougall; "The End of the Terror," by Robert Wilson; and "Dorothy," by Harriet Lewis Bradley. Other articles of interest are "A New England Woodpile," an outdoor sketch, by Rowland E. Robinson; "The Defeat of the Spanish Armada," by W. F. Tilton; "An Idler on Missionary Ridge," a Tennessee sketch, by Bradford Torrey; "Being a Typewriter," a discussion of the relation of the machine to literature, by Lucy C. Bull; "Notes from a Traveling Diary," a study of the new Japan, by Lafcadio Hearn; and "To a Friend in Politics," an anonymous letter. The series, "New Figures in Literature and Art," has attracted wide attention. The subject of the third paper, appearing in this issue, is Hamlin Garland. There are further chapters in Gilbert Parker's powerful serial, "The Seats of the Mighty," and two poems of exceptional quality, "The Song of a Shepherd-Boy at Bethlehem," by Josephine Preston Peabody, and "The Hamadryad," by Edward A. Uffington Valentine.

The *Century* editors have had the chance to select twelve of the most striking of Tissot's famous pictures illustrating the life of Christ, and they appear in the Christmas number. Bernhard Stavenhagen, kapellmeister at Weimar, contributes a short article on Humperdinck's "Hänsel und Gretel." It is illustrated with a portrait and a reproduction of a piece of the original manuscript of Humperdinck's new fairy-opera, not yet produced. Rudyard Kipling's contribution is considered one of the most powerful stories that has ever come from his hand. It is called "The Brushwood Boy," and the scene is laid in England, India, and the world of dreams. F. Hopkinson Smith's new novel, "Tom Grogan," begins in this number. The labor problem enters into it, and in its plot Mr. Smith is said to have utilized some of his experiences as a builder. C. S. Reinhart furnishes the illustrations.

The *Forum* for December contains an uncommonly interesting article by Mr. Albert D. Vandam, (author of "An Englishman in Paris") entitled "The Trail of 'Trilby'." He makes "Trilby" a peg for his own recollections of the Quartier Latin and Bohemian haunts during the Second Empire, giving the places and characters in "Trilby" their real names.

Mrs. Burton Harrison, James Whitcomb Riley, J. T. Trowbridge, George Parsons Lathrop, and Robert Louis Stevenson are among the contributors to the Christmas *St. Nicholas*.

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### Christmas Magazines.

Santa Claus tells all of his best secrets in the Christmas number of *Child-Garden*, Kindergarten Literature Co., Chicago, which is the children's own kindergarten monthly, and the mothers' brave little nursery helper. The December number has a tri-colored cover of Marillo's "Guiding Angel," and brims with thirty-two pages of story, song, and play. Some of the good things are the stories of Bessie's "First Christmas Tree," "Christmas in the Sunny South," "A Story Found in the Skies," and the "Cheery Letter Box." Every mother of a young family should secure a copy of the Christmas *Child-Garden*.

Among other interesting Lincoln material, the December *McClure's* contains a hitherto unpublished account of how Lincoln, at the risk of his life, saved three men from drowning during a spring freshet. This happened when he was a young man of twenty-two, and was at Sangamon, building the flatboat for his trip to New Orleans. There is the usual abundance of good stories including a Christmas story, one of Anthony Hope's ever-welcome Zenda stories, and a humorous story of African exploration and London stage life by Robert Barr. Elizabeth Stuart Phelps begins in this number a series of reminiscences, the first instalment dealing with her life at Andover.

*Godey's*, the oldest of the magazines, follows the good old custom of proffering Christmas confections in their proper season. The December number is notable, therefore, with Yule-tide fiction and verse, besides such seasonable articles as "Holiday Decorations," "Christmas, Past and Present," and "Christmas Day in a Japanese Go-Down"—this latter richly illustrated by C. D. Weldon. Perhaps the chief feature of this number is, however, an extensive account of the great "Federation of Women's Clubs," a forerunner of the January issue, which is to be a special "woman's number."

The Christmas number of the *Kindergarten Magazine*, Kindergarten Literature Co., Chicago, contains the following interesting educational matter: Tributes to Eugene Field, by prominent literary men; "Switzerland and Her Schools," by Edward B. Yegher; "Unpublished Letters of Elizabeth Peabody," "Children of St. Michaels," by Grace Hallam—a sketch of kindergarten life in a village; "Girlhood Days at Keilhau," by Frau Henrietta Schrader, of Berlin; "The Mother-Play Book Study Questions and Answers," as conducted by Susan E. Blow, after the Chautauqua plan. Also the usual amount of current news and practical experiences.

Some twenty years ago, when Congress was making a tariff, one of the sections enumerated what articles should be admitted free of duty. Among the articles specified were "all foreign fruit plants," etc., meaning plants imported for transplanting, propagation, or experiment. The enrolling clerk, in copying the bill, accidentally changed the hyphen in the compound word "fruit-plants," to a comma, making it read "all foreign fruit, plants," etc. As a result of this mistake, for a year, or until Congress could remedy the blunder, all the oranges, lemons, bananas, grapes, and other foreign fruits were admitted free of duty. This little mistake, cost the government not less than two million dollars.

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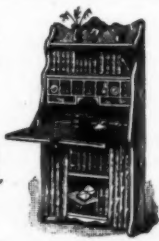
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# Holiday Books.

In the following pages are described some of the books that will be most eagerly sought for during the holiday season. It is safe to say that in literary quality, illustrations, and mechanical



From "Helen Hunt Jackson Year Book." (Roberts Brothers.)

finish the books of this year have never been surpassed, if they have ever been equaled. The effect of reviving business is shown both in the number of books published and in their beauty; the publishers evidently look for a brisk holiday trade. All sorts of tastes can be suited, for there are gaily-bound, old favorite poems, standard novels, short stories, fairy stories, historical tales, etc., in abundance. The printer and the illustrator have done their best to beautify them; the large number of handsome cover designs is particularly noticeable. The specimen illustrations in the following pages will give something of an idea of the variety and high quality of this feature of the volumes.

It is doubtful if there is any other woman writer that has contributed to our literature whose works furnish as many golden thoughts as those of Helen Hunt Jackson. A wealth of these has been gathered by Harriet T. Perry for the *Helen Hunt Jackson Year Book*. There are selections of either prose or verse for every day in the year and for the months. The illustrations are handsome and appropriate and the binding robin's-egg blue, with a pretty design in flowers and leaves and scrolls and gilt on the front cover. It is one of the handsomest holiday books of the year. (Roberts Brothers, Boston.)

The Nautilus series is the name of the new one volume series of novels now being published. It has been the aim of the publishers to have these books first class in all respects—literary quality, paper, printing, binding, and illustrations. The first one is *The Story of a Baby*, by Ethel Turner, author of "Seven Little Australians," with illustrations by St. Clair Simmons. It is a very pretty story prettily told, and the readers of it will be on the tiptoe of expectation for the other volumes in the series. The book is a dainty 16mo. of 153 pp., with gilt top and rough edges. It is bound in green cloth with artistic gilt lettering and designs. (Ward, Lock & Bowden, London and 15 East 12th street N. Y.)

Robert Grant, whose racy humor was so enjoyed by thousands in the story entitled "The Opinions of a Philosopher," has just had published a volume of short stories entitled *The Bachelor's Christmas and Other Stories*. These are written in the same bright vein and are fully as entertaining. Besides the story giving the title to the volume are "An Eye for an Eye," "In Fly-Time," "Richard and Robin," "The Matrimonial Tontine Benefit Association," and "By Hook and Crook." The book is illustrated by C. D. Gibson, I. R. Wiles, A. B. Wenzell, and C. Carleton. (Charles Scribner's Sons, New York, Cloth, gilt top.)

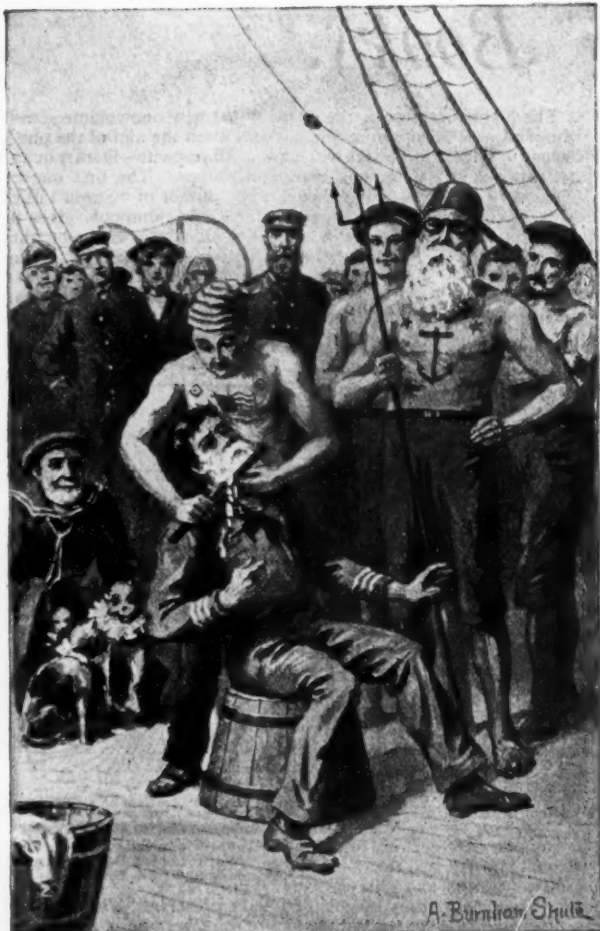


Any anecdote or scrap of information that will throw light on the life and character of such a man as Lincoln should be preserved. This is sufficient explanation for the publication of *Recollections of Abraham Lincoln, 1847-1865*, by Ward H. Lamon, edited by his daughter, Dorothy Lamon. There was "no one else in whom Mr. Lincoln so much confided, to whom he gave free expression of his feeling towards others, his trials and troubles in conducting his great office." Thus wrote Hon. J. P. Usher, secretary of the interior during the war, in urging Mr. Lamon to write these reminiscences. These show Mr. Lincoln as a private citizen and as a public official; their historic value is very great. Many false impressions of Lincoln are corrected by this intimate and confidential friend's memoirs. The book contains portraits of Lincoln and facsimiles of different handwritings. (A. C. McClurg & Co., Chicago. \$1.50.)



"WISH YOU MERRY CHRISTMAS AND—AND HERE'S TO HER!"

From "The Bachelor's Christmas." (Charles Scribner's Sons.)



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Ceremonies of crossing the line.

From "Half Round the World."

Page 310

There are very few young people who have not read some of the stories of that interesting writer, Oliver Optic. Few can equal him for vivid description and lively narrative. The second volume of the third series of the All-Over-the-World library is entitled *Half Round the World*. Louis Belgrave, a young millionaire, purchases a steamer which he names the *Guardian Mother*, and in which the voyage is made. In the present volume the vessel sails from the Nickobar islands to Rangoon, down the coast of Burma and the Malay peninsula to the islands of Sumatra, Java, and Borneo. A space on the promenade deck had been fitted up as a conference room in which matters of interest were discussed and much information imparted in regard to the countries visited. The author, however, does not forget that he has a story to tell as well as information to impart, and the members of the party go through a series of adventures that help to keep up the interest. The book is well illustrated. (Lee & Shepard, Boston. \$1.25.)

Penn Shirley, the author of the Miss Weezy series, has added another volume, *Young Master Kirke*, to that interesting series



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From "Notes from a Grey Nunnery."

of children's books. All of the Rowe family appear in the new volume. Although somewhat older, the children are still full of life, vigor, and fun. The scene is laid in a new and interesting country, the family being located on the Pacific coast, where their surroundings are so different from their Massachusetts home, and where they find unlimited opportunities for new and varied experiences. Kirke and Weezy retain the same qualities for which they have been noted in the previous volumes. They make many new acquaintances, whom the readers also will be glad to know. The book has several spirited illustrations. (Lee & Shepard, Boston. 75 cents)

A somewhat unique volume is that entitled *Notes from a Grey Nunnery*, by Mrs. J. S. Hallock. The nunnery is the name given to a pleasant old country house in which the author spent a happy year with a companion. The occurrences of the year, from January to December, are noted, and nothing of interest seems to have been left unnoticed. Nature in all its phases is depicted in a series of realistic word paintings. It is a book that makes delightful reading for the lover of nature in its more quiet phases. There seems to be nothing in vegetable or animal life that has escaped the observation of this enthusiastic author. The work is beautifully illustrated by many half-tone vignettes scattered through the pages. (Lee & Shepard, Boston. \$1.25.)



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"Keep him quiet? Of course I will."

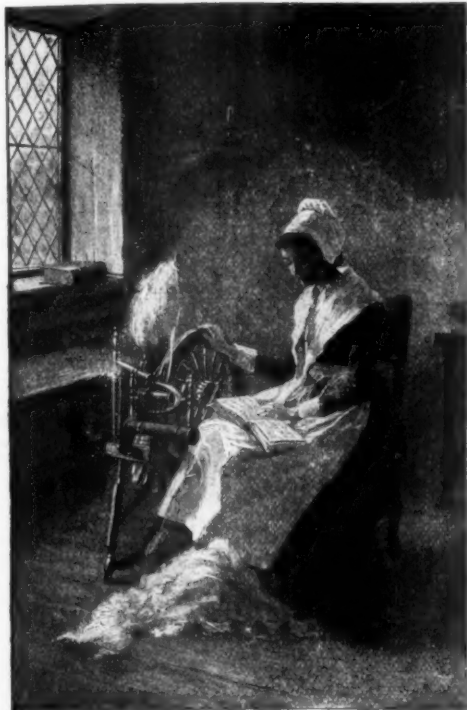
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From "Young Master Kirke."

A story that is told with much humor and in a way that will be sure to interest the boys is *Brave Tom*, or, *The Battle that Won*, by Edward S. Ellis, the author of a number of young people's stories. The young hero begins his interesting career by capturing, in a remarkable way, the royal Bengal tiger that had escaped from the circus that was exhibiting at Briggsville. Then he and a friend go to New York and meet a series of adventures, one of them being the saving of a man who had fallen from a ferryboat. This leads to a pretty romance in which, we are sure, the young people will be interested. The story is an inspiring one for boys. (The Merriam Co., New York.)

In *Wild Rose Time* is a story by Amanda M. Douglas in which a picture is given of life among the poor and the trials and temptations that surround them. She finds plenty of heroism and self-sacrifice. Dilsey Quinn, "like a gem of purest ray serene," stands out in bold relief, and though poor and ignorant, in her strong love and mother care for her younger and helpless sister Bess, and her beautiful forgetfulness of self in such love, exercises an influence for good on all with whom she comes in contact, and causes the current of many lives to run in new and better paths. It is not only a wholesome story, but an unusually well written one. (Lee & Shepard, Boston. \$1.50.)





From "The Courtship of Miles Standish." (Houghton, Mifflin &amp; Co.)

In the story of Miles Standish Longfellow has woven together historical facts with enough of romance to make the history all the more attractive. On reading this poetical tale we cease to wonder at the popularity of this poet. So simple and true is this story that it captures all hearts. A beautiful holiday edition of *The Courtship of Miles Standish* has been issued. It is finely printed and the illustrations are from designs by Boughton, Merrill, Reinhart Perkins, Hitchcock, Shapleigh, and others. The binding is green cloth with fancy lettering and design. (Houghton, Mifflin & Co., Boston.)

For those who wish to become painters or who simply wish to understand the principles that underlie the art, there are few books that would be more interesting or profitable than *Imagination in Landscape Painting* by Philip Gilbert Hamerton. The pages of this book are filled with illustrations from the famous art of the world, and quotations from the poets are thickly scattered



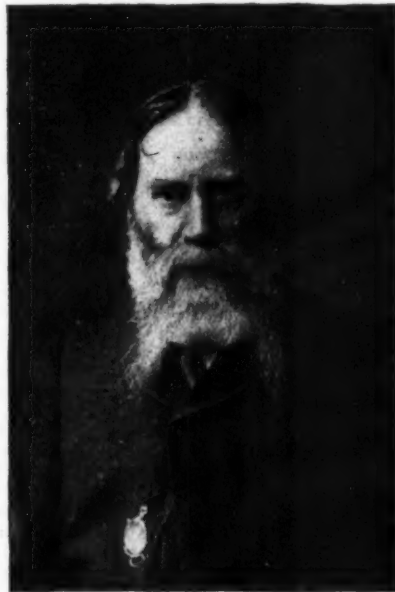
JOAN CAPTURED.

From "The Red True Story Book." (Longmans, Green &amp; Co.)

through them, so that it is no mere dry technical treatise. The style is as clear as crystal and fascinating. The author investigates the qualities of the painter's imagination, shows the senses in which the word is used, and the results following the exercise of imagination, as regards buildings, landscapes, composition, etc. The many illustrations, comprising copies of pictures by Ruysdael, Sir Joshua Reynolds, Durer, Titian, and others, give additional beauty to the volume and help to impress the principles laid down by the author. (Roberts Brothers, Boston.)

*Children's Stories in American Literature, 1660-1860*, by Henrietta Christien Wright, is a series of essays on the most prominent writers of the United States during the period named. The chief aim of the author has been to give a vivid idea of the author's personality, but his works have by no means been neglected. The main points in the latter have been treated in a few well-chosen words. A chapter is given to our early literature and to each of the following: Audubon, Irving, Cooper, Bryant, Prescott, Whittier, Hawthorne, Bancroft, Poe, Emerson, Longfellow, Motley, Mrs. Stowe, Lowell, Parkman, and Holmes. (Charles Scribner's Sons, New York, \$1.25.)

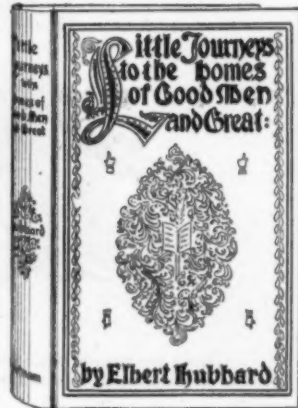
A small holiday volume contains the last poems written by Lowell—those that the compiler, Prof. Charles Eliot Norton, believes the poet might have wished to preserve. Three of them were published before his death. Of the rest two appear here for the first time. These poems are "The Oracle of the Goldfishes," "Turner's Old Téméraire," "St. Michael the Weigher," "A Valentine," "An April Birthday—at Sea," "Love and Thought," "The Nobler Lover," "On Hearing a Sonata of Beethoven in the Next

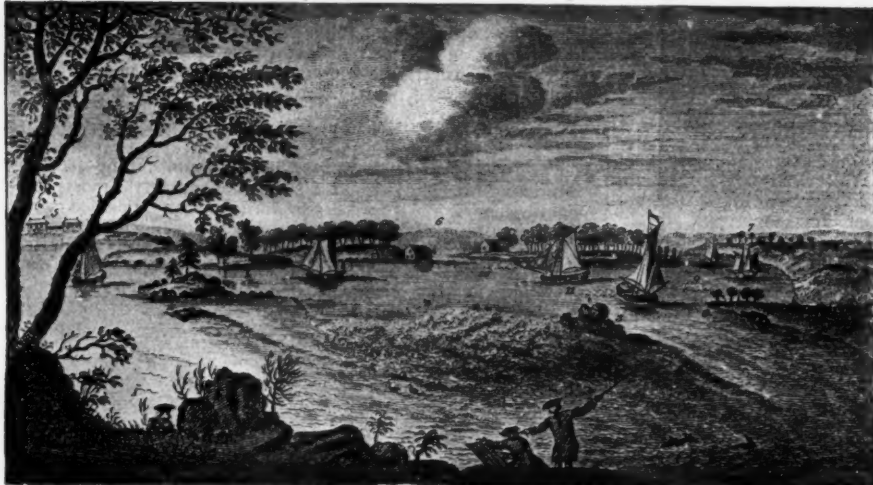


From Lowell's "Last Poems." (Houghton, Mifflin &amp; Co.)

Room," "Verses," and "On a Bust of Gen. Grant." The volume has a frontispiece portrait of Lowell etched from a photograph taken at Whitby, England, in 1889. (Houghton, Mifflin & Co., Boston.)

For some time past a series of *Little Journeys* to the homes of good men and great have been issued in pamphlet form. They are written by Elbert Hubbard, who shows familiarity with the works and lives of the persons he describes; he has visited and carefully inspected their favorite haunts. He does not pretend that these are biographies, nor that they describe the places with the accuracy of a guide book. If they did they would not have that literary character that they now possess. Various circumstances are introduced to enliven the narrative. One feels after reading them that one has a much better idea of the author's personality and that the reading of his works will bring much pleasure. The persons treated are George Eliot, Carlyle, "Little Journeys." (G. P. Putnam Sons.)



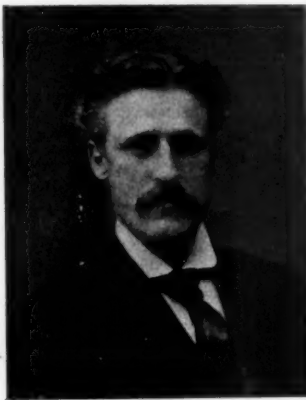
*East View of Hell Gate, in the Province of New York.*

1 *Hoops Hook.* 3 *Hancock's Rock.* 5 *Morrisania.* 7 *Pinfolds Place.* 9 *The Pot.* 11 *The Frying*  
 2 *The Gander.* 4 *The Mill Rock.* 6 *Bahamas Island.* 8 *Hallett's Point.* 10 *The Hogs back.* 12 *Parv.*

Copyright, 1895, by LEE & SHEPARD.

From "The Campaign of Trenton."

*The Campaign of Trenton 1776-7*, by Samuel Adams Drake, is a volume that deals with the military operations beginning at New York, August, 1776, and ending at Morristown, January, 1777, often regarded as the critical period of the Revolution. With the aid of hitherto unused materials the author has constructed a more full, impartial, and satisfactory narrative of this



WILLIAM WATSON.

From "New Library of Poetry and Song," Copyright, 1895, by Fords, Howard & Hulbert.

remarkable campaign than heretofore has been practicable. It will be found a most telling contribution to the series of Decisive Events. (Lee & Shepard, Boston. 50 cents.)

*A New Library of Poetry and Song*, edited by William Cullen Bryant, has become a standard work on account of the excellent taste displayed in the selection and the size of the work, which renders a fair degree of completeness possible. To those who cannot own the poets in separate volumes such a work will prove a mine of poetic wealth. In spite of the fact that long poems

are much vaunted, the generality of people prefer short ones, or extracts, which are most read and enjoyed, and these have been given in such abundance as to show the style of every



"IT'S NOT PROPER TO GO WITHOUT A CHEPERONE."  
 From "Dorothy and Anton." (Roberts Brothers.)

prominent author. There is sufficient variety to suit every one's taste. No better book could be had in the household, especially one where there are children, who can read and re-read it at

odd spells and thus become familiar with the best there is in our literature. The poems are given under various heads as follows:

Childhood and youth, love, home, parting and absence, bereavement and death, sorrow and adversity, religion, nature, peace and war, patriotism and freedom, the sea, descriptive, sentiment and reflection, fancy, personal, and humorous. The book has a very finely engraved frontispiece portrait of Bryant, besides numerous other illustrations and facsimiles of authors' handwriting. (Fords, Howard & Hulbert, New York. Cloth, gilt edges, 1076 pp.)

The historical associations that cluster around *Constantinople* under Christian and Mohammedan rule make it one of the most interesting cities on the globe. Its bridges, winding shores, and buildings with their tall minarets, and its varied and picturesque population, form a subject well worthy of the pen

of such a writer as F. Marion Crawford, who has embodied his

observations while there in a little book in which he gives us a vivid picture of this most unique of European cities. While sticking fairly close to facts, he has managed to weave them together in such a way as to throw a glamor over this queen city of the Bosphorus that is well nigh irresistible. The book is gotten up in holiday dress, with numerous full-page illustrations and a binding of elaborate and fanciful design. The artist who did the excellent work for this book is Edwin L. Weeks. (Charles Scribner's Sons, New York.)

*Dorothy and Anton*, a sequel to "Dear Daughter Dorothy," by A. G. Plympton, is a cleverly written narrative of the experiences of Dorothy in the German capital. There she continues to attract people to her by her loving ways and odd speeches. The Anton who figures in this story is a young peasant lad who has a wonderful musical gift, but who is poor and who becomes Dorothy's music master. Through her he finds his uncle in America; and everything ends happily. The little book is finely illustrated and handsomely bound. It will be a very popular holiday gift book. (Roberts Brothers, Boston.)

*Chatterbox* will bring happiness to many a childish heart this Christmas as it has for many years. As usual it is full of stories, poems, riddles, puzzles, and pictures. Attention is



THE CORN-CAPTAIN.

From "New Library of Poetry & Song." Copyright, 1895, by Fords, Howard & Hulbert.



From "The Stark Munro Letters." (D. Appleton &amp; Co.)

called particularly to the series on "Children in Dickens' Novels" and the "Wonders of Insect Life." Among the long stories are "John Herrick, R. N.," "Seth Baldur's Yarn" and "Fred Malcolm and his Friends." The book contains over four hundred pages of reading, all of it entertaining and most of it highly instructive. (Estes & Lauriat, Boston.)

In his biographical introduction to *Moore's Poetical Works*, Nathan Haskell Dole says: "Much of Moore's poetry is of ephemeral interest. He had the fatal gift of fluency; but at his best he was a born singer, and his sweetest songs will never pass from the memory of men. One may almost agree with Byron, who said, 'Some of his Irish melodies are worth all the epics ever composed.'" He could not attain the height of some poets, but probably, for this very reason, he got nearer the hearts of the common people. This work contains his juvenile poems, odes of Anacreon, Irish melodies, sacred songs, legendary ballads, ballads, songs, etc., miscellaneous poems, satirical and humorous poems (Moore had the true Irish wit), sketches, etc. The books are liberally illustrated and beautifully bound. (T. Y. Crowell & Co., New York and Boston. 2 vols., 12mo. White back, gilt top.)

All who followed the adventures of the young pioneers in Miss Morrison's "Chilhowee Boys" will be delighted to renew their acquaintance with them and sympathize with their trials during the exciting days of the war of 1812 which came with peculiar hardships on the settlers of Tennessee. Miss Morrison's characters are full of life and spirits and in that unknown region they find plenty of interesting work to do. plenty of hair-breadth escapes to undergo. *Chil-*

*howee Boys in War Time* chronicles real events and present things and people as they were at the beginning of this wonderful century. The illustrations are by Frank T. Merrill. (T. Y. Crowell & Co., New York and Boston. 12mo., cloth, \$1.50.)

*The Stark Munro Letters*, by A. Conan Doyle, is a story told in a series of letters supposed to have been written by Stark Munro, a young doctor, to a friend in America. It is remarkable not only for the interest of the story, but for the strong character drawing. That of Cullingworth, the eccentric practitioner who always has some scheme to propose that is to bring in millions, is very carefully drawn and lifelike. We get thoroughly acquainted with Stark Munro himself and the drunken old sailor who befriends him in a time of need; also with Cullingworth's dutiful wife. The religious views set forth in the story are not orthodox, though they are not so far out of the way as greatly to shock the old school of thinkers. (D. Appleton & Co., New York.)

To many Americans, no collection of poems would be more acceptable than that made by George Cary Eggleston, and entitled *American War Ballads and Lyrics*. In this are songs and ballads of the colonial wars, the Revolution, the war of 1812-15, the war with Mexico, and the civil war. Aside from the strictly national songs, no poems will stir the hearts of the people like those of 1861-5. The author has been very impartial in his selection giving both Northern and Southern songs. Those that will arouse the liveliest recollections are "Battle Hymn of the Republic," "Sheridan's Ride," "Maryland! My Maryland," "The Bivouac of the Dead," "The Bonnie Blue Flag," "Dixie," "Barbara Frietchie," and some others. Many of the songs in the collection are included not because they have high literary merit, but because they have taken a strong hold upon the people. There are poems not found in the collection that might well have been included, yet we suppose that no collection can be made to suit every one. There is so much verse that is fine that we ought not to complain. (G. P. Putnam's Sons, New York. \$1.50.)

For rapid movement, knowing where the weak point of the enemy was and attacking that, and quick perception of the results of victory, no man that ever lived surpassed Napoleon Bonaparte. The student of the art of war should therefore be familiar with his campaigns. Herbert H. Sargent, first lieutenant, second cavalry, United States army, after extended search in military histories has written an account of *Napoleon Bonaparte's First Campaign*. The chapters treat of Montenotte, Lodi, Lonato and Castiglione, Bassano and San Giorgio, Arcole, Rivoli, the Tagliamento, and each closes with comments especially for the military student. Several maps show the routes and positions of the armies. (A. C. McClurg & Co., Chicago. \$1.50.)



A CANADIAN BOAT SONG.

From "Moore's Poetical Works." (T. Y. Crowell & Co.)



Copyright, 1895, by THE CENTURY CO.



WASHINGTON DIRECTING THE ARTILLERY AT TRENTON.  
From "Hero Tales of American History."

Two of the foremost writers of history and adventure of the present day, Henry Cabot Lodge and Theodore Roosevelt have collaborated in the preparation of *Hero Tales from American History*. It is not a mere book of anecdotes; the narrative, for the most part, deals with historical events of great importance. There is a sprinkling of biography. Appropriately enough the book begins with the story of Washington and ends with Lincoln. Between these two are given inspiring lessons from the career of many of the nation's heroes; Daniel Boone, George Rogers Clark, Mad Anthony Wayne, Stephen Decatur, David Crockett, Lieutenant Cushing, and Admiral Farragut. The authors do not confine themselves to those who have won wide fame and undying glory, but take up many of the humbler heroes, whose deeds were nevertheless worthy of admiration and emulation. It is a stirring record of heroism throughout, of which any country might well be proud. (The Century Co., New York. 12mo., 340 pp. \$1.50.)

The long projected and elaborately illustrated work, *The Young People's Standard History of the United States*, is now

ready for publication. It is a comprehensive and graphically written history of the United States, from the discovery of the New World by the Northmen to the present time, embracing the principal incidents in the national annals, with such features of the social, political, and industrial history as lend themselves to instructive comment, suited to the comprehension of intelligent youth, and enriched by a high standard of pictorial art. This splendid history is the result of the labors of Edward S. Ellis, M. A., widely known as the author of books of adventure for young people, histories, and other works. He has been engaged on this history for many years, and the work has also had the benefit of painstaking literary revision and historical verification by

other skilled writers, whose labors have enriched the history by the addition of illustrative notes, by a general introduction and particularly by prefacing each chapter with a list of authorities and the sources of enlarged and supplementary reading. The work will contain about one thousand original illustrations specially prepared for this work, including over forty original photographs and colored illustrations; also many portraits and maps. The history will be sold only by subscription. (The Woolfall Company, 114 Fifth Avenue, N. Y.)

Admirers of *Paul and Virginia*, that beautiful story by Bernard de Saint-Pierre, will be glad to see it put in such attractive shape as in the edition just published. The illustrations, which are very numerous, were furnished by Maurice Leloir. Especially noticeable are the marginal designs all through the book in flowers, leaves etc. It is bound in white with elaborate gilt scrolls and other ornaments, and enclosed in a paper box, the outside of which is an imitation of flowered satin. (T. Y. Crowell & Co., New York and Boston.)



Copyright 1895, by The Woolfall Company

## LANDING OF THE NORSEMEN

From "The Young People's Standard History of the United States."

If the *Scottish Chiefs* is capable of giving the same pleasure to every youth that it gave to the writer when he read it at the age of thirteen then unfortunate is he who fails to read it in early life. Wallace is a hero to arouse most any boy's enthusiasm to the highest pitch and his daring deeds are such as to inspire the highest admiration. In this story history and romance have been blended by a master. A new and magnificent 12mo. edition of this standard novel has been issued in two volumes. It has numerous illustrations, including Wallace's monument, Alnwick castle, Sterling, Edinburgh, and Carlisle castles, Loch Katrine, Dumbarton rock and castle, etc. The binding is green cloth adorned with scrolls and lettering in gilt. (T. Y. Crowell & Co., New York and Boston)

George Sand wrote *The Master Mosaic Workers* in 1837, for her son who had as yet read but one romance, "Paul and Virginia." That story proving rather trying to his nerves she promised that she would give him a story in which there was no love, and in which everything would turn out all right. To add instruction to pastime she took a real fact in the history of art—the adventures of the mosaic workers of St. Mark's. Aside from the literary style, of which the author was such a master, and the interest of the story, it will have an interest for the student of art. The controversy which forms the main theme of the sketch seems to have arisen while Francisco and Valerio were employed upon the vestibule of St. Mark's. The work of these skilled artisans



From "The Master Mosaic Workers." (Little, Brown & Co.)

was done after designs of Titian and other excellent painters who made colored cartoons of the same; hence its high quality. The story has been translated from the French by Charlotte C. Johnston and brought out in a handsomely printed edition with a frontispiece portrait of Titian. It is bound in green cloth with an appropriate gilt cover design. (Little, Brown & Co., Boston.)

J. M. Barrie has obtained a strong hold on the public lately by his vivid pictures of Scotch life and character. In *A Widow of Thrum* we have a gallery of quaint and curious Scotch personages. An edition has just been issued, beautifully printed and bound, with illuminated title-page and many fine illustrations by



AULD BRIG O' DOON, AYR.

Vol. I, page 209.

From "Scottish Chiefs." (T. Y. Crowell & Co.)

William Hole, R. S. A. (R. F. Fenno & Co., 114 Fifth avenue, N. Y.)

One of the most interesting writers of the time in the field of biography is Mrs. Sarah K. Bolton. She has the faculty of presenting in the most attractive manner the life and work of prominent people. In her new book, *Famous Leaders Among Women*, she writes sympathetically and enthusiastically of Madame de Maintenon, the Empress Catharine of Russia, Madame Le Brun, Dolly Madison, Catherine Booth, Lucy Stone, "the gentle leader



THE HEART OF THRUMS.

From T. M. Barrie's "A Widow of Thrum." (R. F. Fenno & Co.)



"THERE SHE STOOD  
ABOUT A YOUNG BIRD'S FLUTTER FROM A WOOD."

—page 226.

From "The Poetical Works of John Keats." (T. Y. Crowell & Co.)

of a great reform," Lady Henry Somerset, Queen Victoria, and Mrs. Julia Ward Howe. Her selection embraces great variety and an opportunity of chronicling wonderful events. It is by all odds the most charming of Mrs. Bolton's "Famous" books. (T. Y. Crowell & Co., New York and Boston. 12mo., cloth, \$1.50.)

In spite of ill health and other discouragements, probably no other man whose life was so brief ever accomplished more in literature than John Keats. His is one of those names that the world will not willingly let die. His fame is about as secure as any of the others of the long and glorious list of the British isles. Despite the defects in his poems due to youth and experience, the beautiful passages and poems are so numerous that no true lover of poetry can afford to overlook them. *The Poetical Works of*



From "Unc' Edinburg." (Charles Scribner's Sons.

*John Keats* is a magnificent edition in two volumes, edited with notes and appendices, by H. Buxton Forman. The poems are given from his own editions and other authentic sources and collated with many manuscripts. The volumes are beautifully illustrated with photogravures and other illustrations and the printing and make-up are excellent. The binding is very ornamental consisting of white back and corners with elaborate gilt design, the remainder of the cover being daisies on a delicately tinted background. (T. Y. Crowell & Co., New York and Boston, 2 vols., 12mo., boxed.)

In the painting of pictures of Southern life, through the medium of negro dialect, there is no one that surpasses Thomas Nelson Page. His stories have plenty of action and yet they are full of tenderness, pathos, and humor. His colored people are undoubtedly idealized, and yet we recognize the substantial truth of the picture. His latest story is *Unc' Edinburg*, in which a colored individual of that name tells in his own peculiar way of the fortunes in business and love of himself and Marse George. The narrative is warranted to produce some broad smiles and some hilarious laughter. It is a vivid picture of Southern life before the war swept away over that section and changed the social condition of both the whites and the blacks. The book is elegantly illustrated by B. West Clinedinst, many of the illustrations covering a whole page. It is one of the most attractive of the holiday books. (Charles Scribner's Sons, New York.)

*A White Baby* is a story by James Walsh, the scene of which is laid near the Ashley river. The plot is interesting and the colored people who figure in the story, with their quaint ways and queer talk, are cleverly drawn. One can see that the author is thoroughly acquainted with the manners of the people of that region. The frontispiece was furnished by William McCullough. (Frederick A. Stokes Co., New York. 50 cents)



"LIKE A SILVER CROSS DIVINELY JEWELLED."  
—Page 189.

From "A White Baby." (Frederick A. Stokes Co.)

A collection of the poems of Edith M. Thomas, one of the most elegant writers of verse of the present day, has been issued in a little volume. Most of these poems are on nature and are full of bright fancies that will please young and old. The long poem, "Silvia and the Flowers," is a dialogue in which the child holds communion with these children of nature. "Under Green Boughs" is a collection of short poems dealing with various aspects of nature, and with the poet's animal and plant friends. "When Winter Comes" deals with features of that season, including Christmas. "What My Thought is Like" comprises a number of poems of a meditative cast. The book is adorned with beautiful initials and headpieces and tailpieces. *In the Young World* will certainly attract a wide circle of readers. (Houghton, Mifflin & Co, Boston. \$1.50.)





From "A Child of Tuscany." (A. C. McClurg &amp; Co.)

Hundreds of readers have become acquainted with Marguerite Bouvet's charming style in "My Lady," "Sweet William," etc., historical and romantic pictures of child-life in former centuries. In her latest story, *A Child of Tuscany*, she depicts life in that wonderful Italian city, Florence. The story is told with truth, vividness, and dramatic force. The gay, careless life in "Florence, the fairest and most famous of the daughters of Rome," described, will be attractive to poetically minded readers. The book is illustrated by Will Phillips Hooper. (A. C. McClurg & Co., Chicago. \$1.50.)

Grace Le Baron, the author of *Little Miss Faith*, has produced another child's story, *Little Daughter*, that will help to make many bright eyes sparkle with pleasure. Its tone is good, so no parent can hesitate about placing it in a child's hands. The story of "Little Daughter" is one of moral teaching and general instruction, so interwoven with incidents of pleasure as to make it of interest to older readers as well as the children. It tells of the child life of a girl and shows that little people not only have a place but an influence in the world, and much good can be accomplished by the little word of kindness. "Little Daughter" is an independent story, the second in the Hazlewood series. (Lee & Shepard, Boston. 75 cents.)

Among the novelists that have come to the front in the British isles recently by no means the least important is S. R. Crockett. Starting in as a short story writer, he has now launched out in a broader field, where he is meeting with success. About the best of his longer stories is *A Galloway Herd*, a story of Scotch life and character. It is the work of one who is thoroughly acquainted with the ways and the language of the people described and the country in which they live. The Scotch dialect

which has such a charming sound to the ears of most people is used freely, yet the English in the many beautiful descriptions scattered through the book is pure and correct. The plot of the story is well worked out and the love making has a happy ending. The story will attract readers on this side of the Atlantic because not only because it is the work of an expert literary craftsman, but because it describes unusual scenes and characters. (R. F. Fenno & Co., New York.)



S. R. CROCKETT.

From "A Galloway Herd." (R. F. Fenno &amp; Co.)

Anne Hollingsworth Wharton, who has written some delightful books regarding colonial times, has produced a book for young people entitled *A Last Century Maid and Other Stories*. She has studied that period so thoroughly as to be familiar with life as it existed then; hence the book will be not only entertaining, but valuable reading for the young. They have been told that the grown people of a hundred years ago wore ruffles and powdered wigs and danced the minuet; in these stories they learn of the life of children of that time. In addition to the story that gives the title to the book there are "Kanichungo's Story," "Christmas in Seventeen Seventy-Six," "Roy's Christmas Eve," "A Dog and a Sunbeam in Prison," and "Little Peacemaker." The book is well illustrated and very handsomely bound in rose pink with an elegant design in white on the front cover and gilt letters. (J. B. Lippincott Co., Philadelphia. \$1.50)



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"THE PICTURESQUE WAGON STARTED FROM FALCONS-HEIGHT." — Page 50.  
From "Little Daughter."



"HE TOOK THEM UP IN HIS ARMS AND BLESSED THEM."  
From "Joel, A Boy of Galilee." (Roberts Brothers, Boston.)

A beautiful picture of the life and times of our Lord is contained in the story by Annie Fellows Johnston, entitled *Joel; A Boy of Galilee*. The principal character in the story is a little Jewish boy who has been made a cripple by an older companion, and thereafter he cherishes a deadly hatred towards the author of his misfortune. He hears Christ's preaching, touches his hand, and is healed. Then he learns how to forgive his enemies, for the Master has taught it to him. The raising of Lazarus, the entry into Jerusalem, the crucifixion, and the resurrection, and other scenes with which we are familiar are wrought into the story, along with various passages from the sacred narrative. The ten full-page illustrations were furnished by Victor A. Searles. Certainly nothing could be more appropriate for a gift at the holiday season than this little book. (Roberts Brothers, Boston.)



From "Notes in Japan."

Copyright, 1895, by Harper & Brothers.

"MY ROOMS IN TENNENJI."

In *Notes in Japan*, Alfred Parsons, in text and illustrations, has presented exquisite studies of mountain and grove and temple, of flower and of quaint humanity, in a land that, suddenly and unexpectedly commanding attention, is now receiving it in a large measure from all the world. The author gives us glimpses of Japan at different seasons of the year under the following heads: "The Japanese Spring," "Early Summer in Japan," "The Time of the Lotus" and "Autumn in Japan," a feature very unusual in books of travel. While thus presenting to us pictures of the changing landscapes, he has not forgotten the manners and customs of the people, the cities, and other things of interest. (Harper & Bros., New York.)

All who are familiar with Shakespeare's works have noticed how many and various are the female characters. In the representation of these the highest talent has been required on the stage, and scores of bright women have made their mark thereby. To give the history of each character and to show how it was handled by each actress has been the task performed by Charles E. L. Wingate in his volume *Shakespeare's Heroines on the Stage*. This has required much searching among dust covered shelves where rested antique play-bills and moth-eaten records. His labor is rewarded in the production of a volume that is valuable to the Shakespearean critic and interesting to the general reader. He details the history of Juliet, Beatrice, Viola, Imogen, Rosalind, Cleopatra, Lady Macbeth, Portia, Ophelia, Desdemona, and others, and speaks of the acting of Fanny Kimble, Mary Anderson, Ellen Tree, Modjeska, Julia Marlowe, Adelaide Neilson, Ada Rehan, Janauschek, Ellen

Terry, and many others in the different characters. The book is liberally illustrated. (T. Y. Crowell & Co., New York and Boston.)

The popularity of *Lucile*, Owen Meredith's romance in verse, appears to be unabated, as edition after edition appears. The most recent is a dainty little volume bound in white and gilt and decorated with flowers and fancy designs. It contains numerous original illustrations by Frank M. Gregory. (Frederick A. Stokes Co., New York. 5½ x 3½ inches; gilt top; boxed; 316 pp.; 75 cents.)



ELLEN TERRY AS OPHELIA.

Used by Arrangement with Window and Grove, London.

From "Shakespeare's Heroines on the Stage," (T. Y. Crowell & Co.)



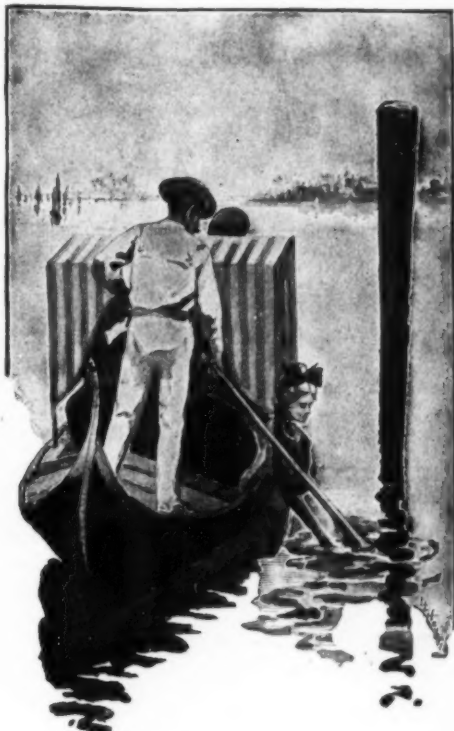
"THE LITTLE ANTIQUARY."

From "Tales of a Traveler." (G. P. Putnam's Sons.)

The Buckthorne edition of *Tales of a Traveler* is uniform in general style with the Holiday editions of "The Alhambra," "Granada," "Knickerbocker," and "Sketch-Book." It is printed from new type, with artistically designed borders by George Wharton Edwards, and twenty-five photogravure illustrations from designs by Arthur Rackham, Allan Barraud, F. S. Church, Geo. Wharton Edwards, Henry Sandham, Frederick Dielman, and others. (G. P. Putnam's Sons, New York. Two volumes, 8 vo., cloth extra, in box \$6.00; three-quarters levant, \$12.00.)

Many of the readers of THE JOURNAL will remember Charles Remington Talbot, as one of the brightest contributors to *Treasure Trove*. He had a genial, cheery, half-practical, half-humorous way of telling a story that was very attractive. His death, some two years ago, was a distinct loss to literature. The Lothrop Publishing Company have just gathered into a posthumous volume three of the latest tales by this bright and entertaining story teller. The opening story is the longest and gives the title to the volume. It is called *The Impostor*, and begins on the football field to end amid the chimes of the wedding bells in the eighteenth chapter. It is a romance, with love and athletics, plotting and counter-plotting, misunderstandings and entanglements, concealments and a final denouement so deftly drawn out and intermingled as to keep the reader on the query point, full of interest in the development of the unique and dramatic plot. The book is illustrated by Hiram P. Barnes. (Lothrop Publishing Co., Boston. 12mo., cloth, 405 pp., \$1.50.)

*Toxin* is a story by Ouida, the plot of which is laid in that city of romance, Venice. The narrative hinges on the losing and finding of an opal necklace, which brings a wealthy young Italian woman into the society of two men, an Italian of noble birth and an Englishman who is a surgeon. They both become her lovers—the Italian showing his love openly, the Englishman concealing his. Such, however, is the power of the Englishman over them both that the Italian's avowal of his love is delayed until just before he is taken down with malignant diphtheria. The Englishman attends him, and under the pretense of injecting anti-toxin injects a violent poison which speedily puts an end to the



"OH! MY NECKLACE!" SHE CRIED.—Page 1.

From "Toxin." (Frederick A. Stokes.)

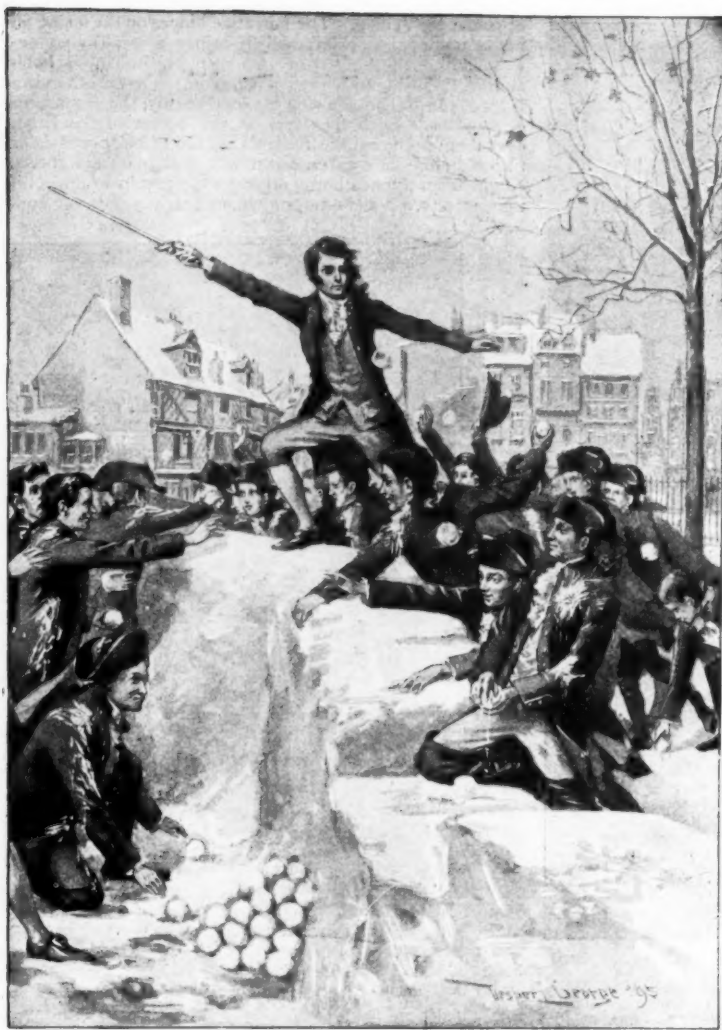
Italian's life. Then the Englishman marries the young woman in spite of the secret repulsion she feels. The story is full of the characteristic coloring of this author's work. A bright picture is drawn of life in the queen city of the Adriatic, and this offsets the darker features of the story. The illustrations, of which there are several, are furnished by Louise L. Heustis. (Frederick A. Stokes Co., New York and London. 75 cents.)

Many years ago Madame Eugénie Foa wrote an account of the boyhood of Napoleon which was so picturesque, so spirited, and so simple that it still retains its place in France as a popular



From "The Impostor." (Lothrop Publishing Co.)





From "The Boy Life of Napoleon." (Lothrop Publishing Co.)

book for boys. The story traces the boyhood of Napoleon from his childish experiences and escapades in his Corsican home to his graduation from the military school at Paris, with a sort of apotheosis for a sequel, put into the mouths of certain old veterans at the Hotel des Invalides. Her narrative has been revised and adapted to the understandings of young American readers, and the many facts that have transpired since it was written have been skillfully incorporated. The result is a surprisingly accurate and charmingly told story-sketch of the *Boy Life of Napoleon* that stands not merely as the only comprehensive sketch of Napoleon's remarkable boyhood, but as the only real introduction to the life story of this remarkable man. The illustrations are by Vesper L. George. (Lothrop Publishing Co., Boston. Square 8vo, cloth, 251 pp. \$1.25.)

It is not very long that the college girl has been known, and therefore the tradition of her that has grown up about the college boy does not exist. However, it will be admitted that the college girl is a very

good subject for romance, in spite of her blue-stocking proclivities. A collection of short stories that has just been published, under the title of *College Girls*, by Abbe Carter Goodloe, will attract many readers among those interested in this special phase in the development of femininity. The tales, which are brief, display about all the phases of the character of the college girl. The style is light, but not frothy; the book will be read widely, not only by young ladies that have been to college, but by those who have aspirations in that direction that may never be realized, and all others who like to study the sex in different environments. Some of these tales have appeared from time to time in magazines. The illustrations in the book are by Charles Dana Gibson. (Charles Scribner's Sons, New York.)

*The Right to Love* is a comedy by Max Nordeau, the scene of which is laid in Heringsdorf, Lichterfelds and Berlin—and the characters are a merchant and others of the middle classes. The play has been favorably received upon every German stage on which it has been presented; it undoubtedly has unusual merit. A translation into English has been made by Mary J. Safford that has received high praise from the author. This has been issued in a handsome volume, bound in blue cloth, with a leaf cover design. The frontispiece is a portrait of Nordeau. (F. Tennyson Neely, New York and Chicago.)

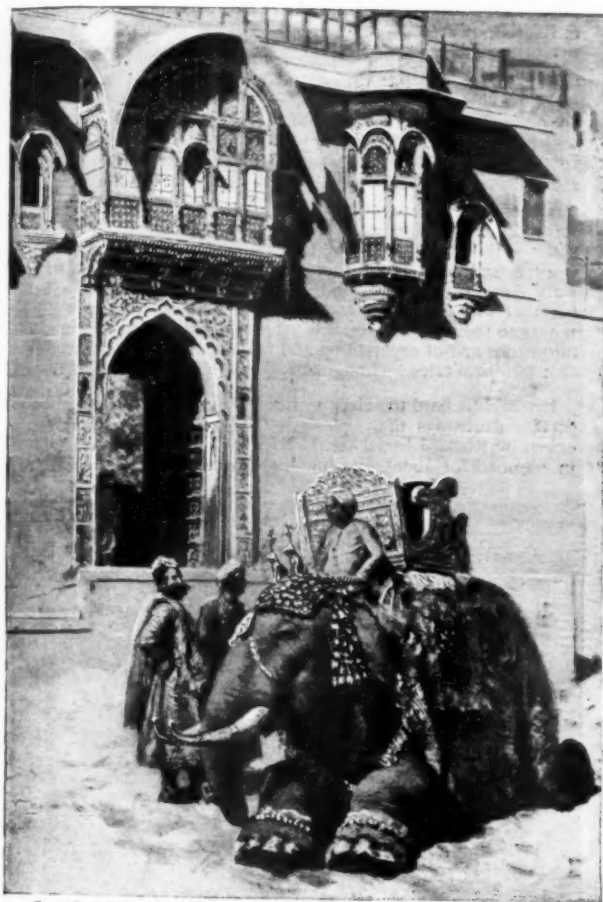
The Rev. William G. Puddefoot has lived the life of a frontier missionary. He himself has witnessed the exciting scenes that take place in the occupation of the border, the wild barbarities of unorganized communities, the gradual growth of civilization, in many cases the sudden transformation of out-of-the-way places into flourishing cities. He has himself suffered hardships in battling with a stern climate and a harsh nature; he has slept under open stars. He has found splendid examples of unexpected heroism in repellant ruffians, as well as in coarse uneducated women. All these he describes with many touches of pathos and humor in his book, *The Minute Man of the Frontier*. As a picture of the trials of the home missionary and of life on the frontier the book is of real value, and it will surely be widely read by his countrymen. (T. Y. Crowell & Co. 12mo., cloth, \$1.25.)

The matter which makes up the volume entitled *From the Black Sea through Persia and India*, written and illustrated by



"IS IT THIS?"

From "College Girls." (Charles Scribner's Sons)



From "From the Black Sea through Persia and India."—Copyright 1895, by Harper & Brothers.  
PALACE WINDOWS.—JODHPORE.

Edwin Lord Weeks, appeared first in *Harper's Magazine*. His route lay from Trebizond to Tabreez, to Ispahan, to Kurrachee, to Lahore and the Punjab, etc. The author, with picture and text, presents some of the most fascinating scenes that the East has to offer. No book of travels of the season is more attractive



"HOW DEY DOES GROW."  
From "A Girl's Life in Virginia." (Frederick A. Stokes Co.)

than this. The illustrations are numerous and show some of the most picturesque regions through which the travelers passed, also people, buildings, etc. The frontispiece is a portrait of the author. The book is printed on thick, smooth paper in large type and is bound in yellow cloth of a delicate tint, and has an elegant cover design in gilt. (Harper & Bros., New York. Large 8vo., 437 pp.)

Many erroneous ideas were undoubtedly held in the North regarding the relations between the white people and the negroes in the South before the abolition of slavery. That the masters were uniformly kind to the black people is certainly not true, any more than every man is kind to his horse. At the same time it is doubtless true that kindness to the slaves was the rule and not the exception. A picture of one of those ideal plantations is given in the volume by Letitia M. Burwell, entitled *A Girl's Life in Virginia Before the War*. In this are described the dress, the social customs, and the mode of living on one of these great estates, where the people seemed to have obtained full as much, if not more, enjoyment out of life than those who dwell in populous towns. The good-natured master, as the author intimates, was often so overloaded with servants that it kept him cramped for ready means, even though he was apparently wealthy. The book is well written and very entertaining. It has sixteen full-page illustrations by William A. McCullough and Julius Turcas. (Frederick A. Stokes Co., New York.)



"HOW CRICKET DELIVERED THE MESSAGE."  
From "Cricket." (Estes and Lauriat.)

Grown people who glance over the pages of the story entitled *Cricket*, by Elizabeth Westyn Timlow, will wonder how she managed to make the home life of children so interesting. The little people who read it will find first the experiences they have had themselves, and hence they will vote it a charming book. Cricket and Hilda, the two principal characters, are not exactly perfect; they are natural children that get into trouble sometimes. The latter has a vein of mischief that crops out sometimes. The book is well illustrated and bound in blue cloth with a pretty cover design. (Estes & Lauriat, Boston.)

*George Washington Day by Day*, a volume compiled by Elizabeth Bryant Johnston, is a book that will be of great service to all who wish to know as much as possible about this great man, and that includes of course the majority of Americans. The author has arranged with great labor the events of Washington's life under the days on which they occurred, the year being given in full face type in the margin. Under each day also there is a quotation from some noted man, either American or foreign, regarding Washington's character and services. The volume has several attractive illustrations and is beautifully bound. It is a book that ought to be in every American family, especially in every one where there are children. (The Baker & Taylor Co., New York.)



"AS IF I CARED," RETURNED THEO, TURNING HER BACK TO HER COUSIN."  
From "Girls Together." (J. B. Lippincott Co.)

The young people will be glad that another volume has been added to the Ruby series, by Minnie E. Paull, making four in all. They have become so interested in this bright little girl that they will like to follow her fortunes further. The new volume is called *Ruby's Vacation*, and in it are detailed numerous interesting experiences. One of the most amusing portions of the book is where in a confidential way, she shows a young friend how to write



"RUBY COUNTS THE VOTES."  
From "Ruby's Vacation." (Estes & Lauriat.)

poetry. The book is illustrated and prettily bound in cloth. (Estes & Lauriat, Boston.)

In *Girls Together* we follow the fortunes of the young people to whom we were introduced last year in "Two Girls." The girls, who are young ladies now, are quite as interesting as in the previous volume, and the stories of their successes is pleasantly told. The story is healthy in tone, and the love-making of the young people is simple and natural. It is a wholesome story for girls in their teens. (J. B. Lippincott Co., Philadelphia.)

The story of Joan of Arc was never put in more attractive form than in *A Monk of Fife* done into English from the manuscript in the Scots college of Ratisbon, by Andrew Lang. The story is supposed to be told by a young Scot: hman who afterward became a monk, and the many adventures interwoven, together with the quaint and archaic diction, makes it very fascinating to the lover of romance. This narrative of those times of turbulence and of superstition and magic is one of the best of recent historical tales. (Longmans, Green & Co., New York.)

It would be hard to select a more valuable or interesting present for Christmas than *Warne's Library of Natural History*, edited by Richard Lydekker, F. R. S. It is published fortnightly in numbers of about one hundred royal octavo pages, each of



... and reeling she fell into my arms.—p. 155.

From "A Monk of Fife." (Longmans, Green & Co.)

which has numerous illustrations, including several full-page colored pictures. In the whole work there will be seventy-two colored plates and sixteen hundred engravings. These are mainly drawn from what is newest and most satisfactory in the current and largely augmented edition of Brehm's "Tierleben," which is familiar to naturalists as one of the best works on popular natural history ever issued. The text has been planned in such a way as to render it available not only for general information about the objects described in it, but also as a guide to their classification. The work contains the results of the latest researches in this field of knowledge. In the numbers of August 1, Aug. 15, Sept. 1, and Sept. 15, many of the most important manuals are described. (Frederick Warne & Co., 3 Cooper Union, New York city. 50 cents a number; \$11.00 a year.)



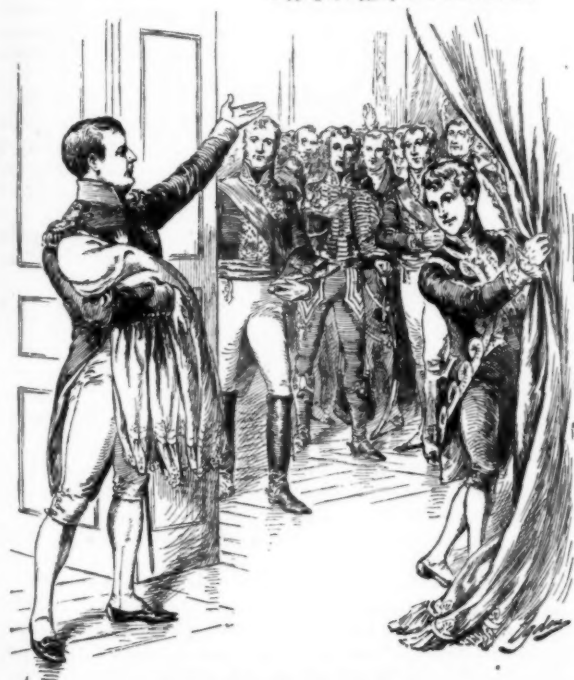
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"THE FIGHTING SAILOR-MEN SPRANG FORWARD."  
From "Hero Tales of American History."

The facts of history, if properly chosen and wisely handled, make an excellent setting for romance. Elbridge S. Brooks has taken advantage of the present interest in the history of Napoleon to weave some of the events in his wonderful career into a story for young people. The actual hero of this book is a brave French lad who warns Napoleon of a desperate plot against his person. In return for his loyalty he is taken into the service of the emperor

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"I PRESENT TO YOU THE KING OF ROME."  
From "A Boy of the First Empire."

and made a page at court. He becomes a special favorite of Napoleon, and is employed on many errands of delicacy and secrecy. As aide, he is near to Napoleon in the last battles of the emperor, through the disastrous Waterloo campaign. In this way the author is enabled to introduce all the more important incidents of the history of the First empire, without doing violence to his story. The interest is heightened by the stately figures that move through the pages. The page proves himself to be a very human boy, and his quips and jokes bring him many tweaks of the ear from the august Napoleon. (The Century Co., New York. 12mo., 320 pp. \$1.50.)

A very amusing book, both as to matter and illustrations, is that entitled *The Three Apprentices of Moon Street*, which was translated from the French of Georges Montorgeuil, by Huntington Smith. The three apprentices—"Johnnie," "John," and "Jack," of the worthy jeweler, Charles Dupont's establishment, are three as lively boys as were ever put into the pages of a book. Their adventures and experiences are related by the author with inexhaustible drollery. The boys have their faults but also their virtues, and while the former get them into almost impossible scrapes, their honesty, good nature, and wit generally extricate them with nothing worse than mortification. The chief episode of the story introduces a traveling show, of which one of the boys accidentally becomes a member. (T. Y. Crowell & Co., New York and Boston. 8vo., \$1.50.)



"AMY DRAWING PICTURES FOR THE CHILDREN."  
From "A Jolly Good Summer." (Roberts Brothers.)

Another volume has been added to the Jolly Good series, entitled *A Jolly Good Summer*. In this book Mary P. Wells Smith, the author, continues "Jolly Good Times To-Day," and tells what Amy Strong and her friends "did next." She describes the lawn fête, the Sunday-school picnic, the celebration of the Fourth, huckleberrying, the Mother Goose play, and other things in which children will be interested. The readers of the series will be glad that they can follow still further the young friends with whom they have become acquainted. (Roberts Brothers, Boston. \$1.25.)

*A Daily Staff for Life's Pathway* is a collection of quotations selected and arranged by Mrs. C. S. Dercse, for every day in the year. A page is devoted to each day. There is a Scriptural text at the top and then follow selections from poets and prose writers. A complete index of authors is given. (F. A. Stokes Co., New York. Gilt edges; bound in white cloth with gilt design; boxed. \$1.25.)

## Editorial Notes.

Does good will exist in your school as this Christmas day comes around? Do the children love to come to the school? Do you meet each and all with cordial good will? There should be good will from the beginning to the end of the day. There should be a kind greeting, at the outset, to every pupil. The good teacher trains his pupils to enter the school-room as he would enter a neighbor's parlor—to salute and be saluted. If the pupil entertains hard feelings toward the teacher, or if he cherishes them towards the pupils, the mission of the school is failing there. The pupil is educated because he is loved.

There is a considerable number of the 400,000 who are doing the teaching of this country who want to be "in the educational current." It is for these THE JOURNAL is made. It supposes its readers want to hold what they have and want to advance still further. It is a burning question, What is that article that will advance the readers of THE JOURNAL to a better comprehension of genuine education? As it is made up week after week it contains articles of priceless value, and one fact is often brought to the knowledge of the editors; readers of THE JOURNAL are a distinct class.

THE JOURNAL has often charged the teacher to be a leader. A letter lies before us in which the superintendent appears to be chairman of the library committee, one of the directors of the building and loan association, a trustee of the town improvement society, superintendent of the Sunday-school, an official in the church, one of the managers of a lyceum, a contributor to the village paper occasionally, also to an educational paper, often corresponding with graduates who are teaching in the county, a deliverer of several lectures during the year, a proposer of papers at various educational conferences—and that is not all.

The advancement of the movement for a more scientific education has not been owing generally to the superintendents. Few of them can be pointed out who have initiated reforms. If they have moved, it is because they have been compelled to, in one way or another. In these later days, however, a few men have been selected for superintendents on the ground of their comprehension of education.

The school-room must be a center of enlightenment and interest for the boys and girls belonging to its circle. The teacher who comes in the morning *with something* has a welcome. This incident lets us into the child's mind. Two boys were on the highway, one considerable in advance of the other. The one in the rear called out to the other to stop, promising an apple, but it produced no effect; he called again, saying, "I have something to tell you," and an immediate halt was the result.

A request often comes on a postal-card to send a copy of THE JOURNAL to a friend of the writer giving name and address. We appreciate these things immensely, and send a copy at once.

Any one receiving a copy will understand it is sent with the expectation of a subscription. Do not disappoint us. Have the courage to subscribe.

## The Florida Meeting.

The annual meeting of the Department of Superintendence of the N. E. A. will be at Jacksonville, Fla., Feb. 18, 19, 20. The main subjects are:

1. What is the true function or essence of supervision? C. A. Babcock, Oil City, Pa.
2. What is the best use to be made of the grade meeting? E. C. Delano, Chicago, Ill.
3. Courses of pedagogical study for city teachers. W. S. Sutton, Houston, Tex.
4. The rural schools. B. A. Hinsdale, Ann Arbor, Mich., and others.
5. The vocation of the teacher. J. G. Schurman, Ithaca, N. Y.
6. Five co-ordinate groups in a course of study. W. T. Harris.
7. Present correlation possible. C. B. Gilbert, St. Paul, Minn.
8. Concentration and character. C. De Garmo, Swarthmore, Pa.
9. Isolation and unification as bases in a course of study. E. E. White, Columbus, O.
10. Organic relation of studies. W. N. Hailmann, Washington.
11. Results of child study. A. S. Whitney, E. Saginaw, Mich.
12. Influence of the kindergarten spirit. J. L. Hughes, Toronto, Can.
13. The elementary school and the child. Arnold Tompkins, Champaign, Ill.
14. The high school and the graduate of the elementary school. Louis Soldan, St. Louis.
15. The college and the graduate of the high school. James H. Baker, Denver, Col.
16. City superintendents. James M. Greenwood, Kansas City.
17. State superintendents. Chas. R. Skinner, Albany, N. Y.
18. County superintendents. Joel Mead, Jacksonville, Fla.
19. Child study. E. N. Hartwell, Boston, Mass.
20. Educational questions of the New South. J. L. M. Curry, Atlanta, Ga.

## As to Advertisements.

Thinking people read advertisements. And the reason is that they contain timely and valuable information. They are like the "notices" read by the clergyman. This number of THE SCHOOL JOURNAL is particularly rich in advertisements, and every one is worthy of perusal.

Books for holiday gifts will be found in profusion—and what gift is more desirable, and who are so appreciative of books, as teachers, and who are so likely to give them to the good boys and girls. It has been estimated that the public school children will receive at least one book on the average at Christmas time.

But these are but a part of the many interesting features presented on the advertising pages. All are commended for careful reading.

The selection of THE SCHOOL JOURNAL for these important announcements, recognizes its representative character. Started on its career in 1870, it has steadily gained upon the esteem of the public. It spares no pains to know the educational world, to exhibit the currents of educational thought, and to direct educational opinion.

The advertisers recognize the hard labor spent on THE JOURNAL. That about every new school building to be erected has its cost, and other features given, is but one of the points that strike the attention of the careful reader. It is universally conceded that THE JOURNAL well deserves the success it has achieved.

To all advertisers who have generously ordered in advertisements, and thus helped to make this issue so complete and beautiful, our best thanks are cordially rendered.

## Fall and Winter Associations.

- Nov. 28-30. North Central Kansas Teachers' Association at Beloit.  
 Nov. 29-30. Central Kansas Teachers' Association at Hutchinson.  
 Nov. 29-30. Southwestern Kansas Teachers' Association at Arkansas City.  
 Nov. 29-30. Northwestern Kansas Teachers' Association at Hill City.  
 Nov. 29-30. Northwestern Ohio Teachers' Association at Tiffin.  
 Nov. 29-30. Massachusetts State Teachers' Association at Worcester.  
 Nov. 29-30. Michigan Schoolmasters Club at Ann Arbor.  
 Nov. 29-30. Eastern Ohio State Teachers' Association.  
 Dec. 25-27. Kansas State Teachers' Association, Topeka, Kan.  
 Dec. 25-27. Illinois State Teachers' Association, Springfield, Ill.  
 Dec. 26, 27, 28. Idaho State Teachers' Association at Moscow.  
 Dec. 26, 27, 28. Missouri Colored Teachers' Association, at Palmyra.  
 Mr. Joe E. Herriford, Cillicothe, Pres.  
 Dec. 26-27. Southeast Missouri Teachers' Association, Poplar Bluff, Mo.  
 Dec. 26-28. Wisconsin State Teachers' Association, Milwaukee, Wis.  
 Dec. 26-28. North Central Missouri Teachers' Association, Salisbury, Mo.  
 Dec. 26-28. Southwest Missouri Teachers' Association, Carthage, Mo.  
 Dec. 26-28. Northeast Missouri Teachers' Association, Mexico, Mo.  
 Dec. 26-28. Montana State Teachers' Association at Anaconda. W. E. Harmon, president, V. J. Olds, secretary.  
 Dec. 26-28. Indiana State Teachers' Association, Indianapolis (State House).  
 Dec. 25-28. Oklahoma Teachers' Association at Guthrie.  
 Dec. 26-27. New York State Council of Grammar School Principals at Syracuse. Pres't. D. E. Batcheller, Buffalo, Cor. Sec'y. H. De Groat, Buffalo.  
 Dec. 26-28. Colorado State Teachers' Association.  
 Dec. 26, 27, 28. South Dakota State Teachers' Association at Aberdeen.  
 Wyoming Teachers' Association at Eranston, probably the last week in December.  
 Dec. 31-Jan. 1-2. Iowa State Teachers' Association at Des Moines. R. C. Barrett, pres.; Carrie A. Byrne, chairman ex. com.  
 Dec. 31-Jan. 1-2. Southern Educational Association at Hot Springs Arkansas. Pres't. J. R. Preston, State Supt., Jackson, Miss., Sec'y. Supt. James McGinnis, Owensboro, Ky., Treasurer J. M. Carlisle, State Supt. Austin, Texas.  
 Dec. 31-Jan. 1-2. Nebraska State Teachers' Association, at Lincoln. W. H. Skinner, Nebraska City, Pres't., Lillian N. Stoner, Valentine, Sec'y.  
 Jan. 1-2. Western Arkansas State Teachers' Association, Hot Springs, Ark.  
 Jan. 1-3. North Dakota State Teachers' Association at Grand Forks.  
 Jan. 2, 3, 4. California State Teachers' Association at Oakland.  
 Feb. 18-20. The meeting of Department of Superintendence at Jacksonville, Fla. President. Supt. L. H. Jones, Cleveland, Ohio.

The fifty-first annual meeting of the Massachusetts Teachers' association will be held in Worcester. Nov. 29 and 30. The officers have prepared a superior program; an efficient local committee will provide for the comfort and convenience of guests, and railroads and hotels offer reduced rates. The meeting bids fair to be a most interesting and profitable one.

## Secondary Education in England.

Till now the English elementary laws have been administered either by school boards or school committees, under the supervision of the educational department. The local or imperial funds pay fully five-sixths of the cost of education. School committees receive their appointment from the town councils, while school boards are elected by the taxpayers. County councils have control of technical education, and in some places the administration of grants for science and art education is also in their hands. Science and art teaching is under the oversight of the science and art department.

These are the facts regarding elementary, technical, science, and art education. In the matter of secondary education the state exercises no control. Its jurisdiction ceases with the schools which come under the provisions of the elementary education acts passed since 1870, and which provide for the education of the children of the working classes only. At present the state has absolutely no concern in secondary education.

With a view to the establishment of a standard of efficiency in the middle class schools, the Royal commission was appointed eighteen months ago. The work is now finished, and it has adopted a series of recommendations. If these are put into execution the education department will be re-organized and the oversight of secondary, technical, and art and science education will be in the control of the county councils. The office of the new education department is to supervise, but not to supersede local action. The new national educational council is to be presided over by a minister who shall be responsible to parliament. This council will consist of twelve members, four appointed by the state, four by universities, and four chosen from the ranks of the teaching profession. The council will control the registration of teachers, and advise the minister on educational, judicial, and professional matters. It will have control of the elementary education department and the existing departments of art and science.

The local councils are to be supervised by this new state department, but they are not to be entirely made up of elected members as the school boards. In the counties the county council will appoint the majority of the board, others to be appointed by the crown. In large cities of over 50,000 inhabitants the borough councils and school boards and the crown will each

appoint one-third of the members. The Royal commission provides that a certain number of the members shall possess special knowledge of London industries. Women are eligible to positions on any of the local councils as at present on all school boards.

The local councils are to secure provision for secondary education, and to have supervision of endowed schools, and to have administration of the funds from the national treasury as are then disposed.

Proprietary and private schools which are doing good work will not be disturbed, and will have a share in the funds of the local educational council; but proprietary schools must conform to certain sanitary regulations, and must show a certain degree of fitness in appliances, teaching staff, and curriculum. The head and a certain proportion of the teachers must be on the national register of secondary teachers.

The higher grade schools under the management of school boards, science, and art schools, and evening and technical schools will be controlled by the new councils. By this means the educational machinery will be simplified, and the responsibility of education will be in the control of only two local bodies, the school boards and local councils. There are to be many scholarships and these are not to go to children whose parents are in receipt of more than five hundred pounds a year.

## Religion in the Schools.

To obtain opinions of educators and others on this question Dr. Levi Seeley, professor of education in the New Jersey normal school, proposes by circular these questions:

1. Is religious education necessary to a properly developed character?
2. If so, are the American youth receiving such education?
3. Is the church (including the Sunday-school) accomplishing it?
4. Is the home accomplishing it?
5. Or are these two agencies combined (or any other agency) accomplishing it?
6. Is religious education necessary to good citizenship?
7. If so, ought the state to provide it?
8. Under our peculiar institutions and conditions, how far should the state go? (a) Sacred history and literature? (b) Doctrines and creeds? (c) Church history? (d) Moral lessons from the Bible?
9. Do you distinguish moral and religious instruction?
10. What are the chief obstacles to the introduction of religious instruction into the public schools?
11. What are the objections that will be raised?
12. Would you favor its introduction under such limitations as you have above expressed (if any)?
13. Are you willing that your answers to the above questions shall be made use of in connection with your name?

He requests also the position, the religious confession, and the signature of those who reply.

## Iowa.

The State Teachers' association will hold its forty-first session at Des Moines, Dec. 31, to Jan. 2. If this did not draw a record-breaking attendance it certainly is not the fault of the managers. The official program which has just come to hand is one to be proud of. The conditions and interests of every educational worker seem to have been taken into consideration by those who co-operated in its preparation. That the difficult problems of country school teachers receive their full share of attention is nothing unusual in Iowa whose state superintendent has for years given his best thought to them and is anxious to have the ungraded schools reach the highest standard of excellence. The reason this fact is especially mentioned is because the majority of state meetings fail to extend a helping hand to the struggling district school teacher.

There are a few of the topics announced for discussion:

How can we best unify the educational forces of the state for the promotion of popular education?—Nature study below the high school.—Preparation of the teacher.—The teaching of English.—Basal studies: What shall they be?—Is the scientific study of psychology profitable to teachers?—Would the same energy expended in literature be more beneficial to the public school?—Vertical penmanship.—What may the county superintendent do to bring the graded and rural schools into a closer relationship?—Rural school libraries and how to secure them.—Why do so few pupils learn to think?—Can some standard of high school work be made in Iowa and can secondary schools be classified in accordance with such a standard?—Grammar school discipline.—The demands of the country schools and how to meet them.—What can the county superintendent do to increase the salaries of rural school teachers?—State certificates for primary teachers.—Ends and means in teaching drawing.—What should primary teachers expect of the children sent them from the kindergarten?—How to teach music in the public schools.—Laboratory method in the high schools.—University extension work of colleges.—Are there too many subjects being taught in the rural schools?—Most helpful lines of child study.—Grading the schools.—What is correlation and how much is advisable?—Machine education.—Illustrative board writing and drawing.—Character building.—Mentally deficient children.

These topics will suffice to show the character of the program.



There certainly is among them something of interest to every educational worker and something that will make him wish to attend the great meeting.

Of course, it is understood that these things are not all put down for the general associations. There are four departments, five sections, twelve round tables, and the educational council, each having its special meetings. Twenty-three meeting places are mentioned in the directory.

There are several novel features in the program, the most unique among them is the "Half-hour among the Kickers" put down for the afternoon of January? Those who join in it are, according to the program, "at liberty to kick at anything under the sun." Some of the wittiest among the Iowans are to make use of this opportunity to say some sharp things. Much healthy criticism and a great deal of merriment will be expected.

Those who wish to have the whole program should write to anyone of the following officers:

*President*, County Supt. R. C. Barrett, Osage; *Secretary*, Supt. W. F. Cramer, Iowa City; *Vice-Presidents*, Ira S. Condit, Red Oak; Anna E. McGovern, Cedar Falls; S. C. Carstens, Creston; *Treasurer*, Prof. G. W. Samson, Cedar Falls; *Executive Committee*: Carrie A. Byrne, LeMaro, chairman; Supt. A. W. Stuart, Ottumwa; Supt. H. C. Lamson, Atlantic; County Supt. R. C. Barrett, *ex-officio*, Osage.

Three educational libraries (valued respectively at \$25, \$15, and \$10 are offered as prizes based on the amount of mileage paid by teachers in coming to the association, are offered to counties.

An examination for state diplomas and state certificates will be held Dec. 31, and Jan. 1. Applications should be addressed to State Supt. Henry Sabin, Des Moines.

### Rhode Island.

Miss J. H. Ramage was appointed July 2 to teach in Cranston for one term by the school committee, nothing being said about an examination or certificate. Aug. 24 Supt. Almy notified her that examinations would be held. On Oct. 7 she went to the school, but Supt. A. forbade her to teach until she had been examined; she took charge, nevertheless; the examination began the next day and Supt. A. said her per cent. was too low and she must not teach. State Supt. Stockwell decides that the school committee "may" examine but are not obliged to, and hence the appointment by them was a valid contract. They appointed her, not requiring a certificate, and are bound by that.

### Philadelphia.

The *Ledger* discusses the dismissal of six teachers from the Lyons school. It appears that they had united reluctantly in formal charges against their supervising principal; the local board thereupon dismissed the principal and the teachers and elected some ungraduated normal school pupils. The *Ledger* does not think that justice was done these dismissed teachers.

The vertical system of writing is gaining friends. One superintendent says: "An argument in favor of the vertical system is that it is especially adapted to children who show little taste for

penmanship, thus tending to make much better penmen of the mass of children than does the oblique system."

### Chicago.

The pupils of the West Division high school (according to the *Record*) are in revolt against the principal, Geo. M. Clayberg. They were forbidden by him to enter a certain store on the corner of Honore and Congress streets—but seventy-five boys and fifty girls met there right across from the high school, and held a mass meeting. (The principal cannot prevent pupils who have left the school grounds from entering any or all stores.)

The teachers are to be assessed two mills on the dollar for the pension fund; this will yield \$8,000 more than is probably needed. Ten teachers will go on the pension list, five voluntarily three women and two men, and five at the request of the board. The pension is to be one-half the salary and not to exceed \$600.

### New York City.

#### TEACHERS COLLEGE.

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## Literary Notes.

A few months ago when a New York publishing firm announced that they proposed to sell books to consumers at wholesale prices many people took it as a joke, and the dealers smiled derisively. But the idea of selling direct to consumers is a good one, and is taking root in many lines of merchandise. An illustration of the great saving to the buyer afforded by this system of book-selling, is shown by the offer of Keystone Publishing Company, in another column, to ship direct to any reader a splendid \$10.00 set of Shakespeare's Complete Works for the remarkably low price of \$3.50. The books referred to have sold through the usual channels of trade at \$10 per set. The edition is happily in large, clear type, easy to read, printed on specially made paper, with a dead surface, restful to the eyes; and well bound in cloth, in eight handsome volumes, with gold title and contents on back of each. These two points of large type and properly made paper, are things that now engage the intelligent reader more than ever before. No small type printed books should find their way into the family library. Each volume is light, of convenient size to handle, measuring about 6x9 inches, and 1 inch thick. The whole work comprises a total of about 4,400 pages. It is edited by J. Payne Collier, F.S.A., the great English Shakespearean commentator. Annotations accompany each page, being found at the bottom of the page in footnotes. There are full explanatory remarks upon each of the plays. The company agree to return money promptly to any one who is not satisfied with the books after seeing them. The special price at which they are now offered, is, we understand, less than the wholesale price, and will soon be advanced.

The Christmas number of *Harper's Magazine* is a magnificently illustrated one of about 170 pages. Much of the literary matter has a Christmas flavor, and is, as always in this magazine, by some of the best writers of the day. Among the more important features are the following. "In the Wood-Carver's Shop (tint plate), frontispiece drawn by Howard Pyle; "By Land and Sea," by Howard Pyle; "On Snow-Shoes to the Barren Grounds," by Caspar W. Whitney; "A Previous Engagement," a comedy (illustrated by Albert D. Sterner), by William Dean Howells; "From the Hebridean Isles" (ten illustrations), by Fiona MacLeod; "An Interview with Miss Marlenpuyk," a story, by Brander Matthews, illustrated by W. T. Smedley; "The Banquet," a poem, by Charles G. D. Roberts; "The German Struggle for Liberty—VI.," by Poultney Bigelow; "Briseis," a novel, part I., by William Black; "The Paris of South America," seven illustrations, Richard Harding Davis; "Huldah the Prophetess," a story, by Kate Douglas Wiggin; "Editor's Study," by Charles Dudley Warner, etc. The magazine has an elegant and appropriate cover design.

*The Review of Reviews*, as its name implies, gives in readable form the gist of the best articles in the other magazines all over the world, generally on the same date that they are published. With the recent extraordinary increase of worthy periodicals, these careful reviews, summaries, and quotations, containing the kernel of periodic literature, are alone worth the subscription price. Then there are brilliant character sketches, fully illustrated, of such notable personalities in every country and sphere of action as Pope Leo, the czar of Russia, Mr. Gladstone, Thomas Edison,—whoever is for the month most especially prominent. The leading idea of the magazine is to give the gist of everything important that happens, as soon after the occurrence as possible.

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## Interesting Notes.

A young woman who is making a big success of farming on a large and varied scale is one of the principal exhibitors in the agricultural sections at the Atlanta exposition. She is Miss Annie Dennis, of Talbot, Ga., and is about twenty-five years old. She has a fine estate of about a thousand acres, on which she has a stock farm, a dairy, an extensive piggery, a vineyard, and a canning and preserving establishment. She personally directs the work on the estate, and has made a notable success in every branch. She began farming seven years ago, and since then has taken more than a hundred prizes at fairs with various products of her farm. She ascribes her success to a long course of study in agricultural problems, and to the utilization of every proved scientific method in farming operations.

Those who wish to have the latest and best authorities in the use of words before them cannot afford to overlook the claims of *The Standard Dictionary*, published by the Funk & Wagnalls Co., New York. Scholars who have several dictionaries to consult should certainly number this among them. Edgar Fawcett says that "in philosophical discrimination, carefulness, penetration, comprehension, and general scholarly treatment it is almost beyond criticism." This is not to be wondered at, for no expense was spared in compiling and editing it. Throughout it is the work of experts and specialists in every branch of the English language. What a holiday present it would make to some studious friend!

Liquid air is now manufactured on a commercial basis in Germany, the requisite cold being obtained by the rapid evaporation of the product itself, thus dispensing with the expensive process of using intermediary cooling agents. It is used for refrigerating, but is also valuable as a source of oxygen, for as the air liquefies it becomes richer in oxygen; the German product contains seventy per cent, of oxygen, a sufficient degree of purity for many commercial purposes, while the gas may be further purified by the removal of the residue, which is chiefly nitrogen. An indirect result of the simplification of the process for liquefying air should be production of argon in large enough quantities to bring it within the reach of all students of chemistry.

Among the articles in the December *Arena* are "Personal Recollections of Lowell, Holmes, Emerson, Whittier, and Bryant (magnificently illustrated); "Governmental Control of the Telegraph," by Prof. Richard T. Ely; "Municipal Lighting," by Prof. Frank Parsons; "Recent Wonderful Demonstrations in Hypnotism by Leading French Scientists," by Henry Gaulleir; "Shall Women Vote?" by Helen H. Gardener.

The complete novel in the December issue of *Lippincott's* is the "Old Silver Trail," by Mary E. Stickney. It deals with Colorado mining life, with strikes, plots, and various underground proceedings, as well as with scenery and mountain breezes. The hero loves his enemy's daughter, and his pluck and manliness triumph over many obstacles. "English Medieval Life" is pleasantly described by Alvan F. Sanborn, and "Athletic Sports of Ancient Days,"

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apropos of the coming revival of the Olympic Games at Athens by Thomas James de la Hunt. Lyman Horace Weeks, gives an account of "Japanese Sword-Lore." As a pendant to these foreign topics, William Cecil Elam tells of "Gunning for Goblins" in Virginia, and Lawrence Irwell of "Orchids," now so much cultivated among us.

A telephone which will talk loud enough for a person in any part of a large room to hear and understand has been recently devised by Mr. Graham, of the Electric Wiring and Fittings Company, 2 Princes Street, Westminster. He has succeeded not so much by an improvement on the existing telephones, as by his method of arranging the circuit and bringing its resistance as low as possible. To this end the usual induction-coil is discarded, and the two instruments, transmitter and receiver, are directly connected in circuit with the line and the battery. The transmitter at one end of the line is connected to the receiver at the other end, and two separate lines are employed having a common return wire. Two correspondents can thus talk quite freely with each other, and as the receivers speak out so as to be heard in any part of a room, conversation can be carried on by each person simply speaking to his transmitter. This apparatus is attached to flexible conductors and is held in the hand. To open a conversation it is sufficient to pick up the portable transmitter and press a button in

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its casing, so as to establish a circuit. The receiver at the other end act as its own call-bell by the loudness of its voice, and the response comes equally prompt and loud. The user has, therefore, no need to listen carefully with one or two receivers held up to his head: All he has to do is to speak into his transmitter and keep his ears open.

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Only one person in fifteen has both eyes in good condition, and in seven cases out of ten one eye, generally the right, is stronger than the other. It is found that just as people are right or left-handed, so they are right or left-sighted, and while apparently looking with both eyes, they often really use only one. Out of twenty persons whose eyes were tested by a German doctor, two only were found to be left-sighted. The reason of the greater strength generally possessed by the right eye is not altogether understood, but probably the natural tendency to the greater use of the right side of the body has something to do with it. In using weapons, for instance, mankind has been taught to assume for ages attitudes in which the right hand and side have most exercise, and this discipline has undoubtedly had its effect on the eye. Old sea captains, after long use of the telescope, find their right eye much stronger than the left—the direct effect of exercise. This law is confirmed by the experience of aurists. If a person who has ears of equal hearing power has cause to use one ear more than the other for a long period, the ear brought into requisition is found to be strengthened and the ear not used loses its hearing in a corresponding degree.

The books of the University Tutorial series make a small library and an excellent one too. They cover science, history, literature, etc. Lately books have been added on Roman and Grecian History in Periods by A. H. Allcroft, M. A., and W. H. Mason, M. A., as follows: Roman History.—The Struggle for Empire, B. C. 287-202; Rome Under the Oligarchs, B. C. 202-133; The Decline of the Oligarchy, B. C. 133-78; The Making of the Monarchy, B. C. 78-31; The Early Principate, B. C. 31 to A. D. 96; The Tutorial History of Rome, to A. D. 14, with maps. Grecian History.—Early Grecian History, a sketch of the historic period, and its literature, to 495 B. C.; The Peloponnesian War, B. C. 431-404; Sparta of Thebes, B. C. 404-362; The Decline of Helias, B. C. 371-323; History of Sicily, from the tyranny of Gelon to the death of

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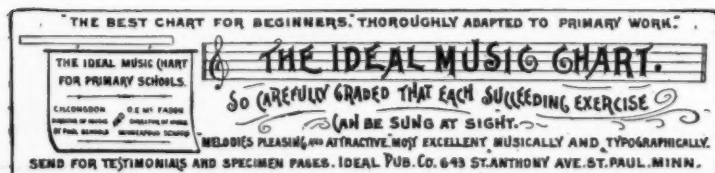
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